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ABSTRACT

The resource manual, in two parts, provides a compilation of methods for enhancing the development of handicapped children from birth to 5 years in the areas of motor, communication, cognition, self help, and social skills. The manual is intended to aid in (1) assessing and identifying target behaviors to be achieved, (2) identifying methods for teaching and stimulating behaviors, (3) identifying mehtods for the refinement of target behaviors, and (4) identifying steps to achieve target behaviors. Individual sheets include the criterion behavior (in developmental sequence), teaching methods, refinements, and carryovers to other skills. Separate sheets provide the same instructional information for prerequisite skills. Gross motor skills range from head control to walking a balance beam. Fourteen fine motor skills and associated prerequisite skills are presented in the same manner. Skills range from visual focusing to drawing. Behavioral objectives for communication range from responding to sound to understanding pronouns (for receptive language) and asking simple questions to using possessive pronouns (for expressive language). The 22 cognitive skills include responding to a new sound in the environment to sorting 10 objects into two sets when three sets are possible. The 26 self help activities vary from reaching for and holding a bottle to playing in one's own yard independently. The social skills include reacting to the disappearance of a familiar adult (first behavioral objective) to using appropriate manners in social interactions (last objective). Also included are lists of criterion and prerequisite behaviors for each area keyed to the manual. Individual record sheets are provided. (DB)

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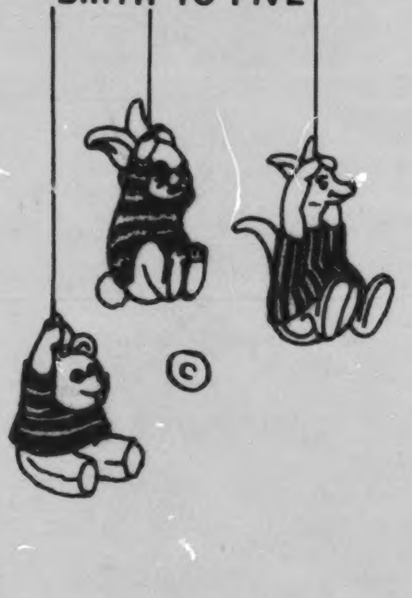
MARYLAND STATE DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

RESOURCE MANUAL:
HANDICAPPED CHILDREN
BIRTH TO FIVE



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PART 2

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FOREWORD

Maryland's commitment to early education for the young handicapped child is founded in State statute and is reiterated in Bylaw 13.04.01, Programs for Handicapped Children, which mandates the provision of special education services to children identified as handicapped beginning at birth. This legislation provides the opportunity for handicapped infants to receive full appropriate educational services and assumes that no handicapped child is too disabled to learn in some way.

This Resource Manual is designed to assist those individuals engaged in the important task of providing educational services to young handicapped children and their families.

Martha J. Irvin

Martha J. Irvin
Assistant State Superintendent
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GROSS/MOTOR RESOURCE UNIT

An occupational or physical therapist should be consulted in regard to any of the following methods when a child exhibits any questionable response.

Item: 1 **Category:** Head Control/Criterion

BEHAVIOR

Lifts and holds head above adult's shoulder when being walked.

Methods:

The key in assisting head control is giving adequate suport to shoulders. If a child's head consistently flops to the back or side, consult an occupational or physical therapist. It is important that primitive reflexes are integrated when working on this criterion, as well as Items 2-15. For more information, see the section on primitive reflexes in the narrative.

1. Hold the child's shoulders and provide support to the head.
2. Have another person rattle a toy or provide a mirror at the child's eye level while you hold him. Gradually move the rattle up so the child's eyes will follow and his head will be erect.
3. Hold the child at his shoulders, providing support to the head. Release support for several seconds.
4. Hold the child at shoulder and gently massage back of neck.
5. If the child is too large to hold while standing, use these methods while he is seated on your lap facing you with his legs straddling your hips.

Refinement: Hold the child (vertical position with head above adult's shoulders) at mid or low back and rock him front to back while he regards colorful objects, pictures, his reflection in mirror, or a person talking to him.

Carryover: Provide the child with interesting, changing, or colorful scenes to look at while being held.

Place the child so he is looking out of a window while being held.

Place colorful ribbons or paper on the back of the couch for the child to focus on while being held.

Lay the child on tummy on firm surface and call his name.

Item: 1 **Category:** Head Control/Prerequisite[1]

BEHAVIOR Rotates head to either side when placed in front and back lying positions.

Methods:

1. Holding and using a rattle or favorite toy, encourage the child to turn his head to the sound. Try both sides in front and back lying positions.
2. Using a mirror, encourage the child to turn to view his reflection. Be sure to have the child turn to each side.
3. Using a pen flashlight, attract the child's attention and encourage him to turn from side to side while visually pursuing the light.
4. Using a paper bag, encourage the child to turn toward the sound of crumpling paper. Stimulate by blowing air into the bag or a balloon and having him listen, and feel the air as it escapes.

Refinement: With the child in back lying position, have him hold object while rotating head from side to side to track an adult's face.

Carryover: Change the child's position when placed in crib so that he sometimes looks out window, toward door, or toward favorite toy from left and right sides.

Item: 1 **Category:** Head Control/Prerequisite[2]

BEHAVIOR Raises head when horizontally suspended/face down.

Methods:

1. Place the child on stomach over your lap or hold him suspended in the air, using solid support under his trunk. Have someone stand in front of the child and talk to him, calling his name and encouraging him to look up.
2. Place the child in the same position as in Method 1.. Use a colorful, noisy toy and show it to the child. Then, slowly move the toy upward to encourage the child to raise his head and follow the object.
3. Place the child on padded stool on stomach while holding down his lower back and buttocks. Use auditory and visual stimulation, e.g. bell, wind chimes, pin wheel, or colorful toy, to encourage head raising.
4. Place the child on padded stool on stomach. Use auditory and visual stimulation to encourage head raising.

Refinement: Hold the child supported at chest and hips (facing forward) with trunk 45° from your body so that he regards himself in mirror (airplane activity).

Carryover: Hold the child horizontally in front of a mirror and encourage him to look at his face in the mirror.

Hold the child horizontally suspended, face down over your arms while gently swinging him to front and back. (If the child is larger, place him on his front in a swinging blanket or hammock held by two people.)

GROSS MOTOR

Item: 1 **Category:** Head Control/Prerequisite[3]

BEHAVIOR Lifts head to 90° while lying on front.

Methods:

1. Place a bolster or towel roll under the child's chest to raise his head and chest slightly. Assist the child in lifting his head if he is unable. He will be able to hold it before he can lift it up himself. Continue to encourage him to lift it by himself.

   Sand bags may be used to stabilize a child on his hips if necessary. Gradually build tolerance to a front lying position if the child fatigues easily. Provide frequent rest periods by removing the bolster and putting the child in a side-lying position.

2. Place a toy, mirror, or bottle in front of and slightly above the child's head at 45° angle from the floor, motivating him to raise his head.

3. Continue to talk with the child or give him an interesting toy to focus on. Encourage the child to hold his head at a 45° angle from the floor for longer periods. When talking to the child, position yourself at eye level and directly in front of him.

Refinement: Sit in front of the child, placing a rattle in his view. Slowly raise rattle as he raises head.

Carryover: Put bolster, pillow, or folded blanket under the child's chest. Bend so that you are slightly above his head and reward him by smiling or talking for raising his head to look at you.

Item: 1 **Category:** Head Control/Prerequisite[4]

BEHAVIOR

Lifts head to assist in coming to sitting from back lying position.

Methods:

1. Place the child in supported sitting position facing you. Begin to recline him while supporting his shoulders until it is evident that he is unable to hold his head up. Bring him back to supported sitting. Talk to him.
2. Place the child on back with knees bent. Facing the child and holding him firmly at the shoulders, move him to a sitting position. Allow time for the child to assist with head lift and/or head righting.

Note: Do not continuously pull a child to sitting position since a severe head lag may be engendered.

3. Place the child on a slightly reclined pillow or wedge. Wait for the child to gain head support. Then slowly pull the child to an upright sitting position. Allow time for him to lift his head while moving to upright sitting.

Refinement: Place the child on back with knees bent. Facing the child and grasping his hands, help him to a sitting position. Reduce assistance as improvement is made. Give verbal praise.

Carryover: To better understand head movement, observe an adult being assisted to sitting from a back lying position.

When handling the child, slowly draw him from back lying to a sitting position, allowing him to adjust head position.

Item: 1 **Category:** Head Control/Prerequisite[5]

BEHAVIOR

Holds head erect and steady when propped in sitting position for at least ten seconds.

Methods: Prerequisites for this behavior are: head and trunk control for sitting balance, eye hand coordination, and arm and hand control.

1. With the child on your lap facing you, gently grasp his arms and raise them above his head slightly away from his body. This encourages lifting of the head.
2. With thumbs in the child's hands and fingers around lower arm, pull him to sitting. Bring the child's fists under his chin and gently push upward to raise his head.
3. Place fingers at the base of the child's neck to support the head and gradually withdraw support by reducing the pressure of your fingers.
4. Rattle a toy at the child's eye level as he is being held. Then gradually move the rattle up so the child's eyes will follow and his head will be erect.

Refinement: Slowly and gently rock the child from side to side while he is on your lap facing you or while holding him at shoulders or chest. Wait for him to regain head balance.

Carryover: Prop the child in corner of couch. Move your face to the child's while calling his name or singing. Slowly withdraw from the child. Repeat. Slowly and gently rock the child from front to back while he is on your lap facing you, while holding and supporting him at his shoulders. Wait for him to regain head balance. Sing to him and make sounds, or talk to him while rocking.

Item: 2 **Category:** Symmetrical Posture/Criterion

BEHAVIOR

Simultaneously waves hands and kicks feet while on back for 15 seconds.

Methods:

It is important that the child has integrated primitive reflexes prior to working on this behavior. For more information, see the section on Primitive Reflexes in the Narrative.

1. Stimulate the feet by lightly tickling to induce kicking while the child is on his back. (Do not tickle if the child becomes stiff or rigid instead of kicking freely.)
2. Place a stimulating toy within the child's visual field and close to his reach.
3. Hang a toy, mobile, or other stimulating object over the child's crib.
4. Tickle the child's belly with a soft toy and slowly withdraw toy. Repeat.
5. When the child kicks his legs, wave his arms back and forth in conjunction with the legs.
6. When the child moves his arms, simultaneously move the child's legs in a kicking motion.

Refinement: Encourage the child to use two hands together to hold soft toy. Encourage the child to observe and play with feet.

Carryover: Allow the child to kick legs and move arms freely while being supported in bath-tub.

Allow the child time to kick legs and move arms freely immediately following a bath, while he is lying on a rug or towel.

Item: 3 **Category:** Rolling/Criterion

BEHAVIOR Rolls from front to back in a continuous movement on three of four trials.

Methods:

It is important that the child has integrated primitive reflexes. For more information, see section on primitive reflexes in the narrative.

1. With the child in a side-lying position, turn his head toward the shoulder that is off the floor and gently start to roll child to his back. Gravity will help complete this motion.

2. While the child is on his stomach, turn his head so that the child's face is in the opposite direction toward which you wish him to roll. Bring the arm that will be underneath him up beside his head or tuck it under the chest. Grasp his thigh and knee, bend them, and slowly roll him over onto his back.

3. When the child begins to help, reduce assistance and encourage him to complete the roll on his own.

4. Place the child on his front. Use a favorite toy or object just out of reach. Encourage the child to reach for and grasp the object by wiggling it and having it make noise. Continue moving the toy so the child turns over. Give him the toy when he succeeds. Use physical guidance at first where needed.

Refinement: Place the child on his back in his crib. Let him watch you hang a noise-making mobile on the crib. Then place him on his stomach to entice the child to roll over in order to see the mobile.

Carryover: When the child is on his front, entice him with a toy or bottle to encourage him to actively roll over to his back, both to the right and the left.

Prop the child in a side lying position by using a pillow. Watch for the child to roll over and then repeat. Gradually support the child in a side lying position, which requires rolling a greater distance to achieve a front lying position.

Item: 3 **Category:** Rolling/Prerequisite[1]

BEHAVIOR Rolls from side to back.

Methods:

1. Position the child on his side and turn the child's head to face up toward his shoulder. Continue to move the child's head. His body should automatically follow so that he rolls to his back. Repeat on other side of body.
2. Physically guide the child in rolling from his side to back by taking upper arm and pulling it down to the surface (right arm to right side, left to left side).
3. With the child placed on his side, try to attract the child's attention with a light, bell, or rattle so he turns his head to track the object or follow the sound, until he rolls over onto his back. Repeat for other side of body.

Refinement: Using noisemakers and your voice, motivate the child to turn his head. Reward the child by touching him or picking him up once he has turned onto his back.

Carryover: Place the child on his side, stand behind him, and rattle toy or talk. Praise the child for rolling over.

While carrying the child, vary his horizontal position frequently.

Item: 4 **Category:** Rolling/Criterion

BEHAVIOR Rolls from back to front on three of four trials.

Methods:

1. Physically guide the child in rolling from back to side by turning his face in the direction of the roll. Take the upper arm and pull the child over (pull left arm to right, pull right arm to left). Use a toy as stimulus.

   Be certain to take the upper arm so that the shoulder is not pulled or spasticity is not increased.

2. Place the child on left side on floor. Move his right leg forward over his left and verbally encourage him to roll. Assist the child to roll but gradually reduce assistance as ability improves. When he can turn side to front, place him on his back and with your hand resting in the small of his back, urge him to roll over. Make sure his head is turned in the direction he is rolling. Repeat same on right.

3. Place the child on his back at the top of a large wedge. Raise right arm over head and flex the child's left hip, causing him to roll onto the right side. Proceed using gravity and toy at bottom of incline until the child is on his stomach. Repeat. Raise left arm over head, etc. The child's head position on wedge has now been reversed.

Refinement: Place the child on his back at bottom of large wedge horizontally (on inclined surface). Have the child roll up the wedge against gravity, using same methods as in Method #3.

Carryover: After his bath, encourage rolling activities while the child is nude on textured surfaces (towels, rugs). Roll the child loosely in towel or blanket and gently pull edge of towel to roll the child out of towel.

Item: 4 **Category:** Rolling/Prerequisite[1]

BEHAVIOR Rolls from side to front.

Methods:

1. Position the child on his side, grasp his free (top) arm between shoulder and elbow, and gently pull arm over his chest to the floor. (Right arm to right side, left to left side.)
2. With the child placed on his side, try to attract the child's attention with a light, bell, or rattle placed slightly above eye level and at arm's reach so he turns his head and reaches with his free (top) hand toward the object and rolls over to his front.
3. Prop the child on his side by using a pillow or bolster. Use a musical toy or brightly colored object to encourage the child to roll from side to front. Repeat on other side. Gradually change the child's side lying position to require rolling a greater distance to achieve a front lying position.

Refinement: Using noisemakers and your voice, motivate the child to roll onto his front. Reward the child by touching him or picking him up once he has turned onto his back.

Carryover: Place the child on his side; sit on floor next to him and rattle a toy slightly above his eye level and at arm's reach. Praise the child for rolling over.

Item: 5 **Category:** Feet Opposition and Hand Regard/Criterion

BEHAVIOR

Opposes soles of feet and regards hands when placed in a back lying position.

Methods:

Integration of primitive reflexes is necessary prior to this behavior. For more information, see the Primitive Reflexes Section in the Narrative.

1. Place the child on your lap lengthwise in a back lying position with hips and legs flexed. Place a small pillow under the child's head. Holding shoulders and upper arms, bring them forward and together in midline to clap hands and touch knees.
2. Tie a ribbon around the child's wrist with a bell attached. Manually guide the child's hand in a shaking motion.
3. Hold the child's hands and rub or pat them together.
4. Place the child in back lying position. Push the child's legs back and forth and oppose the soles of the feet.
5. Place an object such as a bright rattle in the child's hands. Encourage the child to shake his hand and arm. Give the child a slight tactual cue if necessary.

If the child is too large to fit on your lap, place him on mat in a back lying position with a small pillow under his head.

Refinement: Place child in back lying position and place one cube in each hand for the child to bang together.

Carryover: Place the child on your lap or on a mat in a back lying position with hips and legs flexed and with a small pillow under his head. Encourage him to hold a bottle with both hands.

Item: 6 **Category:** Holds feet with hands/Criterion

BEHAVIOR Reaches for and holds feet when in a back lying position.

Methods:

1. Tie bells or colorful ribbons on the child's feet. Assist the child in reaching for his feet by lifting his legs and wiggling his feet.
2. Gently rock the child back and forth, drawing the child's foot into visual and reaching range.
3. Hold the child in back lying position on your lap and help him to touch and hold his feet by placing a small pillow under his head and guiding his hands to his feet by holding his shoulders or upper arms.
4. Place the child on his left side and raise his right foot up to his right hand. (Repeat on right side.)

Refinement: While changing the child's diaper, lift his legs and gradually withdraw the amount of support, encouraging the child to maintain the position.

Carryover: When bathing the child, support his back and head in a semi-reclined position while holding his legs up for eye-hand-foot play.

Item: 7 **Category:** Prestanding/Criterion

BEHAVIOR Lifts head, arches back, straightens hips, and lifts legs when held horizontally face down.

Methods:

1. Place the child face down on your lap. Help him lift both legs until his hips are straight. Repeat and encourage child to lift head at the same time.
2. While the child is held suspended face down, move him through air by turning yourself or walking with him until he arches his body.
3. Place the child face down on therapy ball. Have aide spread and straighten his arms at elbows and shoulders while teacher rolls the child's legs outward and straight at hips and knees. With the child's feet against thighs of teacher, lightly bounce the child back and forth.
4. Stretch out on floor with pillow under your head. Place small child flat on his stomach on top of you. Grasp at elbows and while speaking to him assist in elevating his head and shoulders.
5. Place the child in prone position in hammock, with support under arms and midway on thighs. Gently swing from front to back to stimulate active body extension.

Consult with P.T. or O.T. in working on this behavior.

Refinement: As in Method #3, progress in this extensor pattern to a supportive standing position over a therapy ball.

Carryover: Place the child face down over your lap, applying pressure at low back to stimulate tension while giving visual stimuli to get the child to elevate head. Use books, mobiles, colorful toys, or music boxes.

Item: 8 **Category:** Bearing Weight/Criterion

BEHAVIOR

Supports most of upper body weight on hands with extended elbows when placed in front lying position for up to 15 seconds.

Methods:

1. If necessary, straighten out hand to rest on surface a few seconds. Knead/massage clenched hands to relax and provide support. Gently shake arms and hands while bringing them forward over the child's head.
2. While the child is in a front lying position on chest, with arms over head, place diaper under his chest. Straddle him and lift chest off the floor to point where arms are straight and hands rest on the floor. Allow him to gradually assume more weight on hands. The child will tire quickly. Change his position to side lying when he becomes tired.
3. While the child is in a front lying position over wedge with head and shoulders extending over edge, gently shake his arms and hands into weight-bearing position. Gently rock shoulders back and forth to encourage weight-bearing for a few seconds. Height of wedge, pillow, or ball should approximate length of the child's extended arms.
4. While the child is in a front lying position on chest over ball with arms extended (ball height should approximate length of the child's extended arms), rock ball forward and from side to side to encourage weight bearing on hands. Be sure the ball is big enough so that the child's feet are not touching the floor, thereby interfering with the goal of arm support.

> Work to relax arm from shoulder down. Do not pull arm into extension from hand if the child pulls against activity. See occupational or physical therapist if the child pulls against activity.

Refinement: Rock the child from side to side to encourage release of weight from one side and free the arm for reaching. Provide a rattle or colorful toy on the floor for the child to reach for.

Carryover: Place the child in seated weight-bearing position with back against the wall. Support the child by holding shoulders up and against the wall. Gradually reduce the assistance by supporting the child with one finger on the child's chest. Encourage increase in time gradually, and then gradually increase the distance the child sits from wall.

Item: 8 **Category:** Bearing Weight/Prerequisite[1]

BEHAVIOR

Pushes up from front lying position and bears weight on forearms.

Methods:

1. Place the child over bolster or pillow, gently shaking his arms as you raise them up above head and over pillow placing forearms flat on the floor. Encourage him to look at you by making sounds. Replace the pillow with one that is thinner, thus requiring the child to push up without chest support. Height of bolster, pillow, or wedge should approximate length of the child's arm from shoulder to elbow.

2. Place the child face down over your lap while you are straight-leg seated on floor. Offer the child a toy to encourage him to lift head and trunk to see or hear the object. Support the child just under his hips and lower chest so he arches most of his back as he raises himself up. Pull the child's arms forward and place forearms on floor while you are straight-leg seated on floor.

3. Place the child face down on floor. Offer him a toy or bottle at a height that will encourage him to do a push-up to see it. Encourage the child to hold head and chest raised for increasingly longer periods of time.

Note: Change the child's position at least every 15 minutes or less.

Refinement: Place the child in front lying position over a large therapy ball. Position the child with legs rolled outward and apart; arms in weight-bearing position with forearms on a table. Gently roll ball from side to side, thereby causing weight to be shifted from one arm to other. Press gently downward over shoulders. Use a mobile or toys on the table to stimulate the child to raise his head.

Carryover: Prop the child in front lying position on forearms in front of a low T.V./floor-level window for visual stimulation to encourage push-up.

Item: 9 **Category:** Balance/Criterion

BEHAVIOR Maintenance of balance when placed in sitting position for one minute.

Methods:

Prerequisites for this behavior are head control and protective reactions to changes in position. See section on righting reactions for more information.

1. Place the child in a sitting position and present objects of interest, such as a rattle or stuffed animals, to encourage him to maintain the position. Call his name or stroke the child's face with a soft toy.
2. Place the child in a sitting position facing another person. Have person clap hands, shake his head, or pat the floor to attract the child's attention.
3. Place the child in a sitting position and rock him from side to side, showing him how to extend his arm to the side to catch his balance.
4. Gently push the child off balance and let him catch himself by extending his arms. Push lightly in different directions - forward, backward, or sideways.

Refinement: Place the child on a tilt board in a sitting position and rock him back and forth so he must regain his balance. Reassure the child by encouraging him to explore sitting and moving on the board.

Carryover: Let the child rock on a rocking horse. Be sure to spot or protect him so he does not fall.

Item: 9 **Category:** Balance/Prerequisite[1]

BEHAVIOR Shows protective reaction if balance is suddenly disturbed while sitting.

Methods:

1. Place the child in a sitting position and rock him from side to side, showing him how to extend his arms to the side to catch his balance.
2. Repeat and rock the child forward, backward, and laterally.
3. Place the child on a tilt board or soft mattress and gently alter the level.
4. Place the child on a blanket or inflated water toy. Gently pull the blanket or nudge the toy. Protect the child from falling as necessary.

Refinement: Have the child sit with legs in various positions. Gently nudge the child in different directions. Repeat with the child in a kneeling position.

Carryover: Seat the child on lap and gently bounce him. Protect the child from falling by holding his shoulders or by encircling him with your arms.

Item: 9 **Category:** Balance/Prerequisite[2]

BEHAVIOR

Parachute reaction - protective reaction of the arms when held vertically and tilted forward toward ground.

Methods:

1. Lean the child over another adult who is lying on the floor in a supine position. As the child is held vertically, have adult grasp the child's hands and gently pull them in a protective position.
2. Lean the upper part of the child's body over a large beach ball placed on a mattress or soft surface. Gently rock the ball and encourage the child to support himself with his hands.
3. Repeat the above and roll the ball so the child changes support from one hand to another.

Consult with P.T./O.T. before using these methods with children demonstrating abnormal tone such as spasticity.

Refinement: Position the child on his front on a rolled cushion and hold him at his hips and upper legs. Show him a toy or give him a tactile cue to reach for an object by extending his arms over the roll.

Carryover: Sit on the floor and hold the child while singing and swinging him in various directions. Tilt the child so he may try to protect himself from a perceived fall. Be sure the child's arms are free to move.

Item: 10 **Category:** Creeping/Criterion

BEHAVIOR

Creeps freely on hands and knees with alternate hand and knee movement a distance of eight feet or more.

Methods:

Integration of primitive reflexes is a prerequisite to this behavior. The child should demonstrate an ability to assume a stable hand-and-knee posture.

1. Place the child on his hands and knees. Place toys ahead of the child just out of reach and encourage the child to move for them. Or place yourself ahead of the child and coax the child to move to you. When he moves forward, reward with toy and praise.
2. Manually move the child's arms and legs in this position. Get the child to imitate you as you creep on your hands and knees.
3. Have the child creep on hands and feet moving right arm and left leg, left arm and right leg (cross pattern) to reach a favorite object.

Commercial equipment is available known as a "Crawligator." The "Crawligator" is a plastic form with casters which holds the child's body as he wheels around on the floor while lying on his front. This piece of equipment is a good device for the child who has not developed sufficient strength to move in this manner.

Refinement: Provide the child with objects such as pillows and soft toys to creep over.

Carryover: Place the child in a hands and knees position. Gently move the child's arms and then legs forward. Provide an incentive such as a toy or another person.

Item: 10 **Category:** Creeping/Prerequisite[1]

BEHAVIOR

Thrusts arms and legs actively (without assistance) when back lying.

Methods:

1. Place the child on back and move arms up, down, toward the midline, and out to the side.
2. Repeat the above and move the child's legs. Move the child's arms and legs simultaneously.
3. Support the child on a bolster in a front lying position and gently move his legs in a crawling motion.
4. Gently massage the child's arms, hands, legs, and feet. Provide stimuli (tickling) to encourage movement. (Do not massage or tickle if the child's body becomes stiff or rigid instead of moving freely.)

Refinement: Place the child in front lying position over bolster with mirror and toys in front of him. Move bolster forward while shifting the child's weight to stimulate a forward step on the hands.

Carryover: Play with the child in back lying position, allowing him to find a suspended mobile and kick his legs freely.

Item: 10 **Category:** Creeping/Prerequisite[2]

BEHAVIOR

Moves by pushing or pulling across the floor a distance of three feet.

Methods:

1. Present an attractive stimulus to cause excitement. Move the child's arms and legs out with your hand. Provide verbal or facial approval.
2. Place the child on front and encourage him to move forward by placing a toy in front of him just out of reach. This should stimulate the child to activate his arms and legs. You can help the child get the idea of how to move forward by providing him with something against which to push his feet, preferably your hand.
3. Place toys, such as a rattle or ball, at the opposite end of the child's bed to encourage him to move for it.
4. Place the child on a firm surface on his stomach. Gently pull on foot. It will pull forward when you let go. Alternate left and right.

Refinement: Place toys to the right and left of the child's path to encourage pivoting in front lying position and changing direction. Provide assistance by placing the child's hands and feet in position to pivot.

Carryover: Place the child on his back with his legs against the end of his crib and his knees slightly flexed so that he can push himself backward.

Place the child on his front and offer your hand, letting child pull himself forward.

Item: 10 **Category:** Creeping/Prerequisite[3]

BEHAVIOR

Maintains balance on hands and knees

The child should be able to assume and maintain an all-fours position.

Methods:

1. Place the child on his hands and knees. Assist him in maintaining this position by supporting his trunk or by propping him over a cushion. Gradually reduce assistance.
2. Place the child in a hands-and-knees position on a soft surface. Give the child interesting visual or auditory toys. Encourage the child to visually track the toys while maintaining his balance.
3. While he is on hands and knees, tilt the child to one side by gently applying pressure at his shoulder and hip.
4. Have the child maintain balance on one hand and knees while reaching for a toy with other hand. Suspend a musical or brightly colored toy to encourage the child to reach.
5. Have the child maintain balance on hands and one knee as adult lifts other leg into extension. The stomach muscles may need gentle assistance if it is noted that the low back sways too much. Reverse to other leg in extension.

Note: Be sure that the child keeps his head in midline and neutral position when testing for balance in hands-and-knees position, as an ATNR and STNR may greatly influence this ability.

Refinement: Place the child on hands-and-knees on a tilt board. Tip the board to either side. The child should be able to maintain his balance when tipped.

Carryover: Allow the child to explore hands and knees position while supported over small bolster or ball which gently rolls back and forth.

Place the child on all fours facing a mirror. Rock him back and forth so weight is placed on arms and then legs.

Item: 10 **Category:** Creeping/Prerequisite[4]

BEHAVIOR Crawls using hands and knees a distance of four feet.

Methods:

1. Place the child on front. Kneel behind him and with your hands alternately push feet so the legs bend at knees.
2. In the same position as above, place your hands around his shoulders and gently pull the child forward.
3. Initiate a reciprocal forward movement by pushing one leg forward. Help the child move arms and legs as needed. (Often, when legs are guided, the arms will automatically assume a reciprocal pattern.)

Refinement: Place the child in hand-knee position. Encourage him to rock back and forth to investigate this position as he changes weight bearing from arms to legs and back. Sing to him while rocking him.

Carryover: Use a crawligator or scooter board to aid the child in moving in this manner. Position favorite toys out of reach in front of him to provide stimulation.

Item: 10 **Category:** Creeping/Prerequisite[5]

BEHAVIOR

Creeps, moving hands and knees in alternating fashion a distance of six feet.

Methods:

1. Place the child on his hands and knees and help him rock back and forth.
2. Place the child in the hand-and-knee position and encourage the child to move ahead to come to you or to obtain toy.
3. Place the child flat on the floor. Two adults may be needed - one behind and one in front to move his arms and legs in alternating fashion. Move right arm forward, then left leg forward. Slide him along so he can get an idea of movement. In moving legs, first exert slight downward pressure against each foot. After a time, this pressure alone causes the child to move legs forward. Verbalize steps, (e.g. "Move your hand"). Break directions into small steps, praising each try.
4. When he moves arms well, the child will only need one person behind. Place favorite toy in front but out of reach. (May need to move his legs.)

Refinement: Place the child on hands and knees facing a mirror. Place him in a balanced position that allows him to free one arm and wave to self in mirror. Reverse for other arm.

Place the child on hands and knees in balanced position. Extend one of his legs. Return him to hands and knees position. Do same with opposite leg. Give support at stomach if necessary.

Place the child in front of low obstacle, such as a pillow, and encourage him to creep over it to get a toy.

Item: 11 **Category:** Sitting/Criterion

BEHAVIOR

Sits unsupported when placed in sitting position for two minutes on four of five trials.

Methods:

Head control while leaning forward, protective responses, and extension of spine are prerequisites.

1. Place the child in a sitting position on a flat surface. If necessary, place the child's extended arms and hands in front of him for additional support. Using a bell, a sound box, or a tambourine, encourage the child to raise himself to a more upright position.
2. Pull seated child in a wagon, and encourage him to hold this posture. Provide assistance as necessary.
3. Place the child on a vestibular board. Gently and slowly rock the board. Vary the position so the child must rock side to side and forward and backward.

It is important not to place a child on the vestibular board for any extensive period of time. See an O.T. or P.T. for further information on the use of the vestibular board.

Refinement: Kneel beside the child while he sits on floor. Gently rock side to side to see if he tries to catch self with outstretched arm and hand to floor. Goal is to help him maintain own balance. You may need to move the child's hands and arms to floor to show him.

Place the child in a sitting position and provide him with partial support. Gently rock him off balance in several directions, always bringing him to a stable upright position. Use as much or as little support as necessary.

Sit on the floor with the child sitting between your legs with his back to you so that he can support himself by placing his hands on your legs. Gradually sit farther back so there is less support.

Carryover: Place the child in supported sitting position in plastic tub of water and use water play (splashing, pouring, and squeezing water from sponge over hands, legs, and body) to encourage the child to raise himself to a more upright position.

Item: 11 **Category:** Sitting/Prerequisite[1]

BEHAVIOR Tenses muscles when assisted to sitting (does not rely passively).

Methods:

1. Holding the sitting child by the shoulders, gently tilt him backwards. Then slowly bring the child up to a sitting position.
2. Raise and lower the child slowly and gently from back lying to a sitting position, giving support to head and back.
3. Hold the child in a vertical sitting position, facing away from you, resting against your shoulder. Shake a rattle in front and above the child's head.
4. While feeding the child, place him facing you on your legs with his back and head resting on a 45° or more incline (wedge). Encourage the child to move to an upright position to obtain food. (Do not allow the child's head to drop back so that food is merely being poured down the child's throat. Make sure that he is actively swallowing food with normal head position.)
5. Raise and lower the child slowly and gently from back lying to sitting while giving support at shoulders in diagonal patterns. (Pulling his left shoulder up toward your right shoulder, his right shoulder to your left shoulder when you are sitting in front of him.)
6. While feeding the child, hold in a more upright but not erect position. Encourage the child to move to an upright position to obtain food.

Refinement: Hold the child by forearms or allow him to hold your index fingers and gently pull him to upright position. (Do this only when the child can assist by tensing his neck and abdomen muscles.)

Carryover: While you are straight-leg sitting on floor, place the child facing you across your lap while supporting him at his shoulders or upper arms. Lie down while the child leans forward. Then sit up and lean forward while the child rocks backwards to lay his head on your extended legs. Rock again from front to back, allowing the child to come to sitting position.

Item: 11 **Category:** Sitting/Prerequisite[2]

BEHAVIOR Sits with arms propped or with your support for one minute.

Methods:

1. Sit on the floor and place the child between your legs facing away from you, so your legs and abdomen will be his complete support. If necessary, assist the child to place extended arms and hands in front of him on the floor. Gradually lean back and encourage the child to support himself.
2. Prop the child in an almost sitting position. Grasp the child's hands and let him grasp your thumbs. Help him to sit up. Reduce the assistance by pulling the child by one hand instead of both. Gradually reduce pulling. May do this near a low, sturdy object if he needs support.
3. Seat the child on mobile surface (large ball, rocking board, your lap) with arms propped in front and slowly shift from front to back and side to side.

Refinement: Sit on the floor with the child sitting between your legs, facing away from you so that he can support himself by placing his hands on your legs. Gradually sit farther back so there is less support.

Carryover: Give the child a small toy to play with while he is in sitting position between your legs.

While the child lies on back, cause him to touch and play with his feet to strengthen lower abdominal muscles and for body awareness.

Item: 11 **Category:** Sitting/Prerequisite[3]

BEHAVIOR

Pulls to sitting position with assistance, from a back lying position, (does not rely passively).

Methods:

1. Place your hands behind the child's shoulders and head to support the head as you slowly pull him to a sitting position. Gradually decrease support of the child's head as he moves closer to the upright position.
2. Place a small pillow or folded towel under the child's head to give an initial lift. Start to pull the child upright to half sitting. Stop and wait for the child to bring his head in line with body.
3. Pull the child slowly to a sitting position, waiting for him to control his head after being initially pulled a few inches from the floor.
4. When the child is in a seated position, slowly lower him to the floor. Protect his head by having a pillow on floor. Keep using the pillow until the child can control his head entirely while being lowered to the floor.

CAUTION: Do not allow the child's head to flop back. Do not pull the child to sitting by holding his hands. Instead, pull him up by his shoulders until he can control his head well and starts to help pull himself up. Only then can you hold his hands while pulling him to sitting.

NOTE: If the child has difficulty grasping the adult's hands or thumbs, the adult can hold the child's wrists and forearms. This may give the child enough stability for him to use his own strength to pull up.

Refinement: Offer the child your hands or thumbs. Say, "Sit up" and give an initial gentle pull. The child should then use his own strength to pull himself to sitting.

Carryover: Give the child your hands and encourage him to pull himself to a sitting position.

Item: 11 **Category:** Sitting/Prerequisite[4]

BEHAVIOR

Sits using hands for support for two minutes.

Methods:

1. Place the child in a sitting position. Place the child's hands on floor at sides in line with shoulders. Encourage the child to hold position by placing toy or other object of interest on the floor.
2. Seat the child over edge of table with right arm to side of right hip in a weight-bearing position. Extend and pull left arm away from the child's body to aid in accomplishing this position. Repeat on opposite side.
3. Place the child on floor in ring-sitting position. Kneel behind him and straighten and roll his arms outward in preparation to sit with hands on floor. Have him hold this position after placed.

Refinement: Place the child in Indian-sitting position on floor. Displace his weight to the left to facilitate a side protective reaction of the left arm. Repeat.

Place the child in Indian-sitting position on floor. Displace his weight backward to facilitate a tripod protective reaction.

Carryover: Seat the child on your lap. Alternately move your legs to stimulate sitting balance. Sing songs related to the movements.

Item: 12 **Category:** Sitting and Reaching/Criterion

BEHAVIOR

Sits independently, leans to one side to reach for an object, and resumes erect sitting position.

Methods:

Prerequisites: head control, independent sitting, grasping, and protective reactions.

1. Place the child in sitting position with hands to side. Offer child a piece of cracker or toy and then gradually move it to side and raise it to encourage the child to reach and at the same time to change position. Reward the child with the toy or cracker.

2. Place the child in an arms-to-side sitting position with his legs fully extended at the knees in front of him. Encourage reaching for a toy held at eye level directly in front.

3. When the child learns to hold a toy directly in front of him with both hands, start holding the toy at eye level to his left and right sides. Have him reach for it so that he may develop lateral balance in a long sitting position.

4. With the child sitting on the floor in front of you, encourage him to reach on the same side to opposite side. Place your hands on his elbow or behind his shoulder to help him to turn his upper body when he starts to reach to the opposite side.

5. Place the child in a seated position on the floor. Using a textured ball or favorite toy, encourage him to reach to the same side and opposite side, turning his body at the waist.

Refinement: Position the child straddling a bolster. Using a rattle or favorite toy, encourage the child to reach across midline and laterally.

Place the child in a sitting position on the floor with his legs apart. Roll a ball to him for him to stop and return to you.

Once the child is able to maintain an upright position for at least one minute, place the child sitting on a large beach ball. Have him keep his balance and his upright position as you gently tip him from side to side while he touches objects above head and side to side.

Once the child is able to maintain an upright position for at least one minute, place the child on a rocker board. Encourage him to stay upright,as you gently tip him from side to side.

Item: 12 **Category:** Sitting and Reaching/Criterion (cont'd.)

BEHAVIOR

Carryover: Let the child rock on a rocking horse or chair. Protect the child so he will not fall.

Seat the child facing adult. Have the child lean forward to touch adult's ear, arm, etc.

Item: 13 **Category:** Kneeling/Criterion

BEHAVIOR

Assumes and maintains kneeling position independently on three of four trials.

Methods:

1. Encourage the child in all-fours position to sit back on his heels to manipulate a toy. Suspend the toy overhead to encourage the child to move to kneeling.
2. Encourage the child to play in a kneeling position with toys at a low table. Then move his toys further away and out of his reach on the table. Encourage him to get to a standing position and to take steps sideways to get the toys.
3. Place the child in a kneeling position in front of a chair or low table. Take his thigh in your hand and lift and place one of his legs in a half-kneeling position. Push in on his buttocks firmly, gently lifting him to a standing position.

Half-kneeling is an important developmental step in order for the child to get from the floor to a standing position.

CAUTION: Make sure the furniture used with the child for pull-to-standing activities is stable. That is, the furniture will not tip over when the child pushes against it or pulls on it. The floor surface should not be slippery, and the child should be barefooted or wearing shoes. Socks cause slipping.

Refinement: Encourage the child to move to standing independently to reach a desired toy or object.

Carryover: Place the child in a playpen. Start him from hands and knees. Place his hands on the ribs of the playpen and encourage him to stand up.

Item: 13 **Category:** Kneeling/Prerequisite[1]

BEHAVIOR Comes to kneeling position.

Methods:

1. Place the child in an all-fours position. With your hands on his hips, bring him to sitting back on his legs. From this position, bring him to an upright kneeling position.
2. Place the child prone over a large bolster. With your hands on his legs as you pull him back toward the floor, guide him into kneeling.
3. Place the child in an all-fours position with a chair in front of him. Help him use the rungs of the chair to pull up to a kneeling position.

CAUTION: Make sure the furniture used with the child for pull-to-standing activities is stable. That is, the furniture will not tip over when the child pushes against it or pulls on it. The floor surface should not be slippery, and the child should be barefooted or wearing shoes. Socks cause slipping.

Refinement: Encourage the child to come to a kneeling position to play with toys on a low table. Encourage him to pull to a kneeling position using the table for support.

Carryover: Place the child in a playpen. Have him sit on his heels. Place his hands on the ribs of the playpen and encourage him to pull to kneeling.

Encourage the child to move to kneeling to look at books or toys. Sit in a chair with child between your knees. Have him pull up from sitting on his heels to kneeling. The adult's knee can be used as a table while the other knee supports the child.

Item: 14 **Category:** Rises to Standing/Criterion

BEHAVIOR Rises to standing position independently.

Methods:

Prerequisites for this behavior are head control, trunk control, pelvis stability. Child should have integrated positive supporting reflex and demonstrate an ability to bear weight on legs and come to kneeling.

1. Place the child in the center of the floor away from support. Hold a toy above the child and encourage the child to stand up to reach the toy. Give him assistance only where needed.
2. Place the child in a small chair that fits him with feet flat on the floor. Encourage him to come to standing independently from seated position by offering a favorite toy or food. Begin from edge of chair and progress to rising from a full sitting position in chair.
3. Place the child in a sitting position on small bolster. Roll bolster forward, supporting the child at thighs, until both feet are on the floor. Encourage child to come to independent standing position. Bubbles or suspended balloons are good incentives.

If the child resists standing, it is not recommended that the child be forced into a weight bearing position. Consult with O.T., P.T., or pediatrician.

Refinement: Vary the positions so the child must stand from a prone position, from a back lying position, and a sitting position.

Carryover: Suspend toys over center of crib or playpen to spur the child's interest in coming to standing.

Item: 14 **Category:** Rises to Standing/Prerequisite[1]

BEHAVIOR Pulls to standing with adult assistance.

Methods:

1. Hold both the child's hands and slowly pull him to standing from a seated position. Decrease hold from all fingers to two fingers to one thumb.
2. Repeat No. 1, holding just one of the child's hands so the other is free to maintain balance while pulling to standing.
3. Place the child in a sitting position on his heels. Provide a bench (approx. 20" high) or other support for the child to hold onto. Assist the child to rise off heels and assume a standing position by gently raising his seat and straightening his knees. Gradually reduce assistance and decrease size of bench.

Note: Be sure not to pull a child from back lying to standing if his head consistently drops backwards. See section on coming to sitting.

Refinement: Place a hula hoop or other small hoop around the child. While the child holds onto hoop, assist him to standing.

Carryover: Assist a child in coming to standing by allowing him to hold one end of a towel while you hold other end. When he stands and achieves his balance, gently release your end of support.

GROSS MOTOR

Item: 15 **Category:** Standing/Criterion

BEHAVIOR

Stands unsupported for two minutes on three of four trials.

Methods:

Equilibrium in standing, head control, and hip and trunk stability are prerequisites to this behavior.

1. Give the child something to hold in each hand, like small blocks, to help him maintain his balance.
2. Stand the child with his back supported against your knees until you feel that equilibrium has been established. Step back and have the child hold this position.
3. Stand the child with his back supported against your knees until you feel that equilibrium has been established. Step away and circle the child closely so he knows that you are within reach. It is helpful to work with the child facing mirror.
4. Stand the child facing a blackboard/flannel board/magnetic board and remove assistance as his interest is established in the activity and equilibrium is maintained.

Refinement: Support the child and gently touch the child's foot so that the child will lift his foot.

While supporting the child in a standing position, gently stroke the child's foot to induce movement.

Carryover: Encourage the child to stoop from a standing position and pick up objects. Have the child lie on stomach over padded stool, and encourage him to model an "airplane" to develop extensor muscle.

Item: 15 **Category:** Standing/Prerequisite[1]

BEHAVIOR Bears weight when supported in standing position.

Methods:

1. Hold the child around his trunk, allow his knees to bend and then lift him erect again.
2. Support the child in a standing position in chest deep water. Provide the child with objects to hold onto for support.
3. With the child in a standing position, facing and holding tip of a large bolster, move bolster back and forth so he must make adjustments in his standing posture.
4. Place the child in standing position with back to large therapy ball. Support at knees and hips to help keep upright position.

Refinement: Place the child in standing position with back to a large therapy ball. Gently move the child from side to side while holding at hip level, causing a shift of weight from one foot to other.

Support the child at hips on rocker. Slowly rock, allowing time for the child to adjust posture. Do activities facing mirror.

Carryover: Push lightly against the child's legs as he is lying on his back. Encourage the child to kick his legs while lying on his back.

Item: 15 **Category:** Standing/Prerequisite[2]

BEHAVIOR

Bounces when held in standing position (child is doing the "bouncing" by bending and straightening his knees).

Methods:

1. Support the child at the trunk and let him bend and straighten his legs in a bouncing manner.
2. Allow the child to hold onto a piece of furniture and encourage him to "dance" by bending and straightening his knees. Play music for him.

NOTE: Some children should not be physically bounced by an adult due to residual reflexes or spasticity or athetosis. Therefore, it is safer not to bounce a child, unless directed to do so by a therapist.

Refinement: The child stands independently and bends and straightens legs in a bouncing fashion.

Carryover: Allow the child to bounce by flexing and extending his knees himself while looking in mirror.

Item: 15 **Category:** Standing/Prerequisite[3]

BEHAVIOR

Stands for one minute when holding onto an object for support.

Methods:

1. Put the child in upright position with support and move his legs up and down.
2. Stand the child in the crib or playpen and place his hands on the rail. Help him hold his hands there by placing your hands over his.
3. The child may be placed against a wall for support. Hold your hand on his hips or hold the child's hands for support.
4. Support the child by hands and wrists and encourage him to pull to standing.
5. Place toys at the top of the crib so the child will be motivated to pull himself up and stand while holding on.

Refinement: Have the child carry object (toys, blocks). Support him under his arms. Gradually withdraw major support. Play a walking game, carrying objects to family members. Praise and reinforce him.

Place your hands under the child's arms as he holds on to the crib or playpen railing. Gradually withdraw the support so that he is balancing on his own.

Place a bar on doorway so the child can stand and watch things outside.

Carryover: Place objects on a stable piece of furniture such as a couch and encourage the child to pull himself up and retrieve them.

Item: 16 **Category:** Sitting/Criterion

BEHAVIOR Sits from standing independently.

Methods:

1. Have the child pull up from a crouched position to a low desk or chair.
2. As the child sits on adult's knee, gently lift his leg to assist child to standing. Gradually reduce assistance.
3. When the child is standing, place a toy on the floor to encourage the child to move to sitting.
4. Place the child and demonstrate the activity with verbal coaching.
5. Allow the child to sit down on a small bolster that has been placed behind the knees and from there slide to sitting on floor.

Refinement: Help the child to bend knees in front of chair and lower torso to chair, keeping hands in front of himself. May place his hands on the sides of the chair as he sits.

Carryover: Place the child in a small chair facing a bookshelf. Encourage him to stand up and sit down to get the toys from shelves.

Item: 16 **Category:** Sitting/Prerequisite[1]

BEHAVIOR Lowers to floor with assistance.

Methods:

1. Help the child bend his knees to a squat position and move the child's hands down the crib rail, couch, or playpen. Then lower him to sit and praise him as you do this. Place a toy on floor to work for.
2. Guide the child in bending his knees to a squat postion with the aid of two people, one behind the child holding hips, the other holding the child's knees in front. Then together lower him to sit.
3. Hold both the child's hands and slowly lower him from a standing position to a sitting position on the floor.
4. Repeat holding just one of the child's hands so that the other hand is free to maintain balance and support as he sits down.

Refinement: Let the child stand next to a wall on a mat and encourage him to lower himself to floor.

Carryover: Suggest that the parent play "horsey" with the child, having him sit on parent's foot (parent seated cross-legged). Parent can lower and raise support of foot.

Item: 17 **Category:** Walking/Criterion

BEHAVIOR Walks a distance of five feet.

Methods: Prerequisite: standing balance and ability to shift weight onto one leg, freeing other leg for forward step.

1. Have the child stand against a wall two or three feet away from you. Encourage the child to reach for your hand and take one or two steps. Slowly increase distance to encourage taking more steps.
2. Give the child stick, dowel rod, section of a hose, or rope to hold. Have adult hold other end and gradually reduce support as walking improves.
3. Give a child two dowel rods with rubber tips on the bottom. Assist child by holding to tops of rods and moving them forward. Gradually let child walk independently, holding dowel rods. When assisting child, move right rod with left foot, left rod with right foot.
4. Have the child walk through a foot placement ladder.

Refinement: Encourage the child to walk in different directions, e.g. sideways, backwards, and on a diagonal through an obstacle course.

Encourage the child to walk on a variety of surfaces (carpet, grass, snow, pavement, linoleum). Also include uneven terrain, ramps, etc.

Carryover: Increase the number of steps the child can take without falling by going for walks outside or around the house. Encourage the child to stay up on his feet. Play a game of stop and go. Have the child walk toward you. Then put your hand in front of the child saying, "Stop." Prevent him from going for a few seconds. Then lift your arms and say, "Go." When the child seems to understand, limit assistance to verbal commands or gestures.

Encourage the child to follow you around the house or outside in areas where you can make either slight changes of direction or more sharp turns.

Item: 17 **Category:** Walking/Prerequisite[1]

BEHAVIOR Makes four-five stepping movements in place, alternating feet.

Methods:

1. Provide the child a chair or table for support. Gently touch or tickle his feet to encourage him to lift one foot. Repeat with other foot.
2. As the child moves his feet, move him forward slightly while you support him from behind.
3. Place the child in upright position with hands on a stable wheeled toy, such as a heavy wooden cart. Encourage him to move it slightly forward. Repeat with a chair or a low table.
4. Encourage the child to sidestep around a low table/ sand table/ bookcase to get toys placed intermittently on these areas.
5. Place the child with back to wall. Help him to lift one foot slightly off floor. Be prepared to help him shift weight to the stance leg by supporting at the hips. Sway him back and forth from one foot to other.
6. Stand behind the child and play "peek-a-boo" (while supporting him at hips), causing him to turn toward your face. This rotation will put more weight on the leg to the side where he is looking. The opposite leg will lift more readily.

Refinement: Encourage forward steps and side steps with less and less support.

Carryover: Place the child with back to wall. Put a colorful ball in front of one foot. Encourage him to lift his foot toward it.

Item: 17 **Category:** Walking/Prerequisite[2]

BEHAVIOR Walks with support a distance of five feet.

Methods:

1. Hold the child under arms or by hips, lift slightly off the floor, and move sideways toward desirable object.

2. Put the child in front of crib or playpen. Have him move along its side, using hands on furniture for support, toward a toy. May place toy on sofa out of reach while he's leaning against it. Move with trunk support against sofa.

3. While he is standing, stand to his side, grasping his hands and gently pulling forward. If the child does not step, other person kneels behind and moves his legs.

4. Provide a doll buggy, stroller, or chair for the child. This provides him with support while gaining practice in walking without adult help.

5. Person behind the child holds a harness or a diaper firmly around the child's chest and close to his body for maximum security. Person in front offers toy. Offer the toy and urge him to get it. Gradually loosen grip and hold toy further away.

Note: Rotation of the trunk between thorax and pelvis is one of the components that allows coordination of movement during ambulation. An alternating arm swing is then noted. Rolling exercises, sitting exercises, and standing exercises that emphasize rotation are important.

Refinement: Stand the child with his back against furniture or wall facing you. Have a toy or food item ready. Sit on the floor a few feet from the child. Ready him if necessary. Ask him to come to you, holding the treat out for him.

Carryover: Provide the child with sturdy objects to move around.

From behind, hold the child's shirt and support him while walking.

Item: 17 **Category:** Walking /Prerequisite[3]

BEHAVIOR

Crosses (moves sideways) while holding onto an object for support for 3'.

Methods:

1. Take the child in your left hand by holding his hand. Move the child sideways to your right hand. Repeat, moving the child in the opposite direction.

2. Place a toy on a stable piece of furniture and have the child stand holding onto the furniture, couch, low table, etc. Move the toy a few feet away from the child so that he has to move sideways to reach it. Encourage the child to get the toy.

3. When the child is in a playpen, place a stuffed animal on the top of the rail. With the child holding on to the rail, tell him to move to get the toy. Let the child get the toy, then move it further away, so that he has to move further each time to retrieve the toy.

Refinement: Have the child walk sideways while holding onto a chest-high rope that is loosely strung between chairs about five feet apart.

Carryover: Place two sturdy chairs facing each other. Allow the child to support himself on one while a toy is placed on seat of other a short distance away. Increase the distance between the chairs as the child gets more proficient in crossing over.

Item: 18 **Category:** Push/Pull/Criterion

BEHAVIOR

Pushes/Pulls objects a distance of six feet on three of four trials.

Methods:

1. Put objects in direct path of the child so he must move around them or move the objects.
2. Have the child hold a cord and assist him in pulling an object forward toward him. Encourage the child to pull the cord himself. If the child has difficulty holding the cord, attach it to the child's wrist with a rubber band.
3. While the child watches, pull a wheeled toy forward. Have the child imitate.
4. Have the child walk forward while pulling a wheeled toy. Provide physical assistance by gently guiding the child while walking behind him. Slowly reduce assistance and increase the weight of an object.
5. Have the child push a cage ball or trash bag full of crumpled paper. Place the child's hands on the object and encourage the child to walk forward while pushing.
6. Have the child push objects of varying sizes and weights.
7. Have the child Indian-sit on scooter board. Hold the other end of long rope and have him pull himself to you by his end of the rope.

Refinement: Have the child push a car along a track drawn on the sidewalk.

Have the child pull/push a chair to its appropriate place.

Carryover: Have children assist with pushing/pulling small pieces of furniture while cleaning or rearranging a room.

Have children pull cord to ring a bell or close a curtain or drape.

Have the child assist in pushing open swinging doors.

GROSS MOTOR

Item: 19 **Category:** Rolls Ball/Criterion

BEHAVIOR Rolls ball toward an adult sitting a short distance away.

Methods:

1. Place marker cones on the floor approximately three feet apart. Have the child roll the ball between the cones. Increase distance between the child and cones. Decrease distance between cones.
2. Place three plastic cartons, such as empty, cleaned-out bleach bottles or plastic milk cartons, on the floor about three feet in front of the child. Encourage the child to roll the ball and knock over the cartons.
3. Roll a ball back and forth with the child while sitting in a straddled position. Gradually increase distance and reduce the degree of straddled position.
4. Have the child roll a ball along a wide path or strip of tape. Provide a target such as a large box.

Refinement: Vary the activity by rolling a different sized ball. Begin with a large ball, such as a beach ball, and gradually reduce size.

Have the child play a modified game of bowling with three or four large pins.

Have children roll a ball into a barrel on a diagonal.

Carryover: Have the child roll the ball in water toward another object.

GROSS MOTOR

Item: 19 **Category:** Rolls Ball/Prerequisite[1]

BEHAVIOR Rolls ball forward four feet.

Methods:

1. Assume a sitting position behind the child. Sit two or three feet from a wall. Manually guide the child's hand and roll the ball against the wall.
2. Encourage the child to repeat without physical guidance.
3. Sit behind the child. Take his hands and help him roll the ball across to another person. Reduce the amount of help given as the child gains in skill.
4. Sit across from the child with your legs opened out and touching his. Roll the ball to him and verbalize. Extend arms and hands out and urge him to roll back. You may need to reach out to get it from him, rolling it back and forth yourself a few times. Guide his hands. Gradually increase distance.

Refinement: Have the child roll a ball to a ramp or hill so that it rolls down.

Have another child catch the rolled ball.

Carryover: Have the child roll other objects, e.g. wheeled toys, balloon, etc., in a forward direction.

Item: 20 **Category:** Running/Criterion

BEHAVIOR Runs with a rapid pace a distance of 15'.

Methods:

1. Attach a scarf to the child's wrist and demonstrate the swing. Encourage the child to alternately swing his arms to make the scarf move.
2. Have the child run in place, run around and over objects. Have the child run through a simple obstacle course which requires stopping, starting, and easy maneuvering.
3. Play simple relay games.

Refinement: Have the child run and kick a soft ball, such as a beachball. Have the child run through ankle level water, leaves, or up a slight incline.

Carryover: Encourage the child to run while playing outdoors. Play simple chase games on flat grassy areas. Have the child run to catch soap bubbles or gather leaves.

Play "Follow the Leader."

Item: 20 **Category:** Running/Prerequisite[1]

BEHAVIOR Walks quickly a distance of five feet.

Methods:

1. Take the child's hand and move him along so that he has to take fast walking steps.
2. Roll a ball away from the child and encourage him to chase it. Repeat and roll the ball down a grassy hill.
3. Have the child hold onto a rope and walk quickly while an adult pulls the rope. Slowly increase the pace.
4. Have the child move down a ramp or grassy hill. Hold the child's hand(s). Gradually reduce assistance.
5. Have the child move over a set of footprints specifically placed to encourage the child to take longer strides. Gradually increase speed.

Refinement: Have the child walk quickly in time with music or when playing circle games.

Carryover: Chase the child in a game-like manner. Encourage the child to chase you.

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Item: **20 Category:** Running/Prerequisite[2]

BEHAVIOR Runs with assistance a distance of ten feet.

Methods:

1. Take the child's hand and move so that he has to take fast walking and then running steps.
2. Roll a ball away from the child and encourage him to chase it. Repeat and roll the ball down a grassy hill.
3. Have the child hold onto a rope or scarf and run while adult pulls rope. Slowly increase the pace.
4. Encourage the child to run along a wall or other support by stationing the child at one end and an adult at the other end.

Refinement: Have the child run from one stable object to another. Gradually increase the distance between objects.

Carryover: Run with the child while moving through the house or when outdoors. Hold the child's hands and later gradually reduce assistance.

Item: 21 **Category:** Static Balance/Criterion

BEHAVIOR Stands on one foot for four to eight seconds.

Methods:

1. Have the child practice standing balance on a rocker board, shifting weight from one leg to the other to make the board rock.
2. Provide the child with support for standing on one foot. Allow the child to lean against an adult or a wall or hold onto a bar. Gradually reduce support by providing objects which offer little support, e.g. finger, pencil, or scarf.
3. Have the child stand on one foot during pool activities.
4. Have the child lift foot and put on top of small ball.
5. Assist the child in lifting one leg. Support the elevated leg at the knee, gently moving it back and forth to stimulate one-foot balance. Repeat with other foot.

Refinement: Practice standing on tape line, then wide wooden block, gradually building up to balance beam.

Count aloud the number of seconds he stands and reward improvement.

Start with the goal set at one or two seconds and gradually increase time.

Carryover: Play games where the child must balance momentarily on one leg to kick a ball.

Item: 22 **Category:** Throwing/Criterion

BEHAVIOR Throws ball overhand at least four feet toward a target.

Methods: A prerequisite of this behavior is grasping.

1. Use a foam or tennis ball which a child can easily grasp in one hand. Demonstrate throwing the ball in the direction of a target, such as a wall, suspended blanket, fence. Encourage the child to throw the ball.

2. Have the child stand on footprints indicating placement of the feet, (left foot forward, right foot behind for right-handed thrower, opposite foot for left-handed thrower). Demonstrate rotation of hips and follow through of arm in the direction of the target. Have the child repeat.

3. Have the child throw objects through brightly colored targets constructed of hoops, boxes, or laundry baskets.

Refinement: Have the child throw a tennis ball into a receptacle such as a laundry basket mounted onto a wall.

Have the child throw a beanbag overhand into a target board with a hole or another container.

Carryover: While outdoors, have the child throw a wet sponge against a wall.

Item: 22 **Category:** Throwing/Prerequisite[1]

BEHAVIOR Releases ball deliberately with an overhand movement.

Methods:

1. Attach hand prints to wall at eye level. Have the child face wall and draw hand behind ear. Demonstrate to the child how to extend his arm in a throwing movement.
2. Repeat above and have the child project a bean bag at the handprint from a distance of three feet.
3. Have the child throw/drop foam items and other objects over a fence, net, wall, or other barrier.
4. Have the child make a sponge painting on the wall using overhand movements at eye level.
5. Stand behind the child and face the same direction. Put a small ball in the child's preferred hand and draw his hand up to his ear with a bent elbow. Guide the child's hand forward as if throwing and say, "Throw." Repeat, encouraging the child to throw.

Refinement: Have the child throw objects, e.g. bean bags, sponges, at a target.

Carryover: Have the child throw cotton balls overhand, pretending to have a snowball battle.

Item: 22 **Category:** Throwing/Prerequisite[2]

BEHAVIOR Releases ball deliberately with an underhand movement.

Methods:

1. Sit on the floor behind the child and help him learn to apply force to an object by pushing a ball or truck away from himself. With palm up, repeat and have the child push object toward you.
2. Encourage the child to swing his arm forward and to release the held object at extension. Assist the child by swinging his arms. Slowly reduce assistance.
3. Suspend a hoop and have the child toss ball underhand through the hoop. Have child stand 12-20" from target.

Refinement: Have the child toss objects underhand into a basket or other container. Have the child toss small blocks or bean bags into a container.

Carryover: Encourage the child to toss underhand paper, trash, and other items into appropriate receptacle. Label this action as throwing. Provide the child with unwanted objects to discard.

Give the child cotton balls to throw upward, creating a snowstorm.

Item: 23 **Category:** Rides Tricycle/Criterion

BEHAVIOR Rides tricycle a distance of ten feet.

Methods:

1. Seat the child on a tricycle with feet on pedals in toe straps. (Rubber bands may be used.) Place the child's hands on the handlebars and pull him.
2. Repeat as above, but push the child from behind while helping him steer. Maneuver wide turns initially.
3. Show the child how to get on and off and how to stop and start.
4. Put pressure on the child's knees to help push the pedals down and continue pushing each knee. Gradually decrease aid.
5. Have the child imitate the pedaling movement with his hands on the pedals. Encourage the child to alternate pushing with the right and left hand in a continuous movement.

Note: If the child has spasticity that causes legs to turn in and knees to hit together while riding, cut a coffee can to fit around post of trike to keep legs apart.

Refinement: Have the child ride tricycle on a path or through an obstacle course.

Carryover: Have the child lie on back, bottoms of his feet in your hands and pretend to pedal.

Have the child imitate pedaling movement in a pool while supported by an adult.

Item: 23 **Category:** Rides Tricycle/Prerequisite[1]

BEHAVIOR

Rides push toy requiring steering and pushing off with the feet.

Methods:

1. Place the child on sturdy riding toy making sure that feet rest comfortably on ground. Show him how to push off with his feet to go and then put his feet down to stop, pushing the child from behind. If necessary, gently move the child's feet in the proper motions gradually eliminating assistance.
2. Repeat as above, but have another adult pull riding toy in front of the child with a rope to assist in stopping and starting.
3. Place the child's hands on handlebars from behind while helping him steer. Maneuver wide turns initially.
4. Assist the child from behind in steering through make shift obstacle course.

Refinement: Have the child ride push toy on an angular path or through an obstacle course.

Carryover: Vary riding experience with different types of riding toys.

Provide opportunity to ride outdoors on grass, asphalt, and sidewalks.

Item: 24 **Category:** Jumping/Criterion

BEHAVIOR Jumps forward a distance of approximately one foot.

Methods:

1. Have the child stand on a low step. Hold the child's hands and gently pull the child forward to encourage jumping forward. Give child a marker, e.g. rug square, to jump to.
2. Place circles of different colors on the floor. Circles should be large enough for the child to jump and land on with ease. Have the child stand at the edge of the circle and jump into it.
3. Place a piece of rope on the floor and have the child stand next to it. Encourage the child to jump over the rope.
4. Have the child jump several times in succession over taped lines, spaced 12" apart.

Refinement: Place circles of different colors on the floor. Circles should be large enough for the child to jump and land on with ease. Have the child stand at the edge of the circle and jump into it.

Have the child jump in different directions, e.g. forward, right, and left, given a verbal cue.

Carryover: Encourage the child to jump over obstacles, e.g. puddles, branches, while walking outdoors.

Play a modified form of hopscotch. The child uses hopscotch pattern and jumps on two feet from block to block as instructed.

Item: 24 **Category:** Jumping/Prerequisite[1]

BEHAVIOR Bounces with arm motions in standing position.

Method: 1. Place the child on small trampoline one-two inches above ground in seated position. Have an adult support the child from behind and in front while aides bounce the child slowly on tramp. Slowly reduce adult support, encouraging the child to balance with arms.

2. Place the child on mattress on floor in standing position. Hold the child with one arm around waist, exerting downward pressure on mattress while gently bending legs behind the child's knees with the other arm. Encourage the child to keep his feet in the same place while bouncing up and down to favorite song or record.

3. Repeat above. Stand in front of the child. Bounce with him moving your arms in loose, free up and down motion at your sides to maintain balance. Encourage the child to imitate your arm movement while bouncing.

Refinement: Have the child bounce in swimming pool while standing on non-slip surface. Encourage arm movements to splash water.

Carryover: Practice bouncing on mattresses placed on floor at home.

Item: 24 **Category:** Jumping/Prerequisite[2]

BEHAVIOR Jumps in place with both feet.

Methods:

1. Face the child and put your hands around the child's waist. Have the child bend his knees as you push down. As you say, "Jump," lift the child up and then put him down.
2. Hold the child's hand(s) and jump in place with him. Repeat and jump on surfaces conducive to bouncing, e.g. mattress, inner tube, or tire. Slowly reduce support.
3. Have the child jump up and down on a springboard.

Note: Do not encourage jumping for a spastic or athetoid child.

Refinement: Have the child jump up to hit or obtain a suspended object, e.g. balloons, adult's arms.

Have the child jump on a small trampoline. Slowly reduce support.

Carryover: Jump in place with the child in a pool or on soft surface.

Have the child jump in place when adult gives an auditory cue, such as beating a drum, clapping hands, etc.

Item: 24 **Category:** Jumping/Prerequisite[3]

BEHAVIOR Jumps from bottom stair step.

Methods:

1. Hold the child's hands and have him jump from low objects, such as empty Coke cases. Gradually reduce support.
2. Have the child jump from the bottom of a set of stairs. Provide assistance as necessary.
3. Provide the child with opportunities to jump into a swimming pool, pile of leaves, or snow. Encourage the child to use his arms when jumping.
4. Have the child jump down from low playground equipment. Encourage the child to land with bent knees to ease his landing.

Refinement: Set up an obstacle course constructed of a row of sturdy wooden cases spaced one foot apart. Have the child jump down from the cases. Gradually raise height of jump to one foot or more.

Carryover: When walking outdoors, have the child jump from fallen trees, edges of a sandbox, or curbs.

Item: 25 **Category:** Climbing Upstairs/Criterion

BEHAVIOR Climbs upstairs without rail, alternating feet.

Methods:

Prerequisites are: 1) Pelvic stability
2) Weight shifting patterns of movement that permit full weight-bearing on one foot for stair climbing.

1. Have the child step up on a low box (approximately five-seven inches). Then have the child step down. Gradually increase the height.

2. Have the child climb low stairs with a low handrail.

3. Guide the child up a standard set of stairs until the child feels secure. Let the child ascend the stairs by holding the rail. Gradually reduce the support.

4. Place the child in center of stair where he is unable to grasp rail. Color mark the steps with tape (one red, next green, next red, green...). Instruct the child to take first step on red, next on green. (Could also use animal pictures for those who do not know colors.) Support at hips and gradually remove support.

Refinement: Turn rocking boat upside down and have the child practice going up and down.

Carryover: Guide the child up short flight of steps before progressing to the longer flight.

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Item: 25 **Category:** Upstairs/Prerequisite[1]

BEHAVIOR Creeps upstairs on hands and knees on four of five trials.

Methods:

1. Place the child on incline or ramp. Have the child climb up on hands and knees to reach desired object.
2. Place 12"-24" high mattress or block in front of the child. Encourage the child to creep on hands and knees to top of mattress/block. If needed, provide assistance with hand and knee movements. Gradually reduce support
3. Position the child's hands and knees on the stair. Place something on the next step that he would like. Encourage him to get the object with spoken cues.
4. Place the child in position and physically help him to move up the stairs. Hold him, moving his knees and hands. Praise slightest efforts made by the child. Use only two bottom steps. Move in reciprocal pattern.

Refinement: Have an adult call the child from the top of the stairs. Another adult should remain behind the child to prevent his accidentally falling.

Carryover: Place obstacle in the path of the child and have him creep up and over them.

Item: 25 **Category:** Climbing Upstairs/Prerequisite2

BEHAVIOR Climbs upstairs while holding hand of adult.

Methods:

1. Place small rubber squeak toy on large goam block or single stair. Assist the child in lifting one leg up to step on the toy to make a noise. Gradually reduce assistance, encouraging the child to "step up."
2. Trace the child's footprints with chalk, etc. on a stair step. Move the child's legs up and down in a marching fashion. Place one of his legs on a step. Place your hand behind his knee and move his other leg up, encouraging him to place his foot on the traced print. Praise for every effort he makes.
3. Practice walking up curbings, holding onto the child's hand. Give verbal cues, "Up you go." Lift one leg up step and wait to see if he raises other foot. Help where needed.
4. Gently pull up on hand of child to encourage him to step up.

Refinement: Support the child by placing a towel around his upper trunk, holding onto the end of the towel. Allow the child to balance with his arms as he ascends step. Decrease support gradually.

Carryover: Allow the child to experience walking on all types of terrain. Emphasize, "Step up," when the situation presents itself.

Item: 25 **Category:** Climbing Upstairs/Prerequisite[3]

BEHAVIOR Climbs upstairs using rail.

Methods:

1. Hold the child's one hand while other hand is on railing. Walk up with the child, one step at a time.
2. Stand behind the child as he grasps railing. Give physical support by lightly holding his clothing. Reduce support as he ascends steps. Give praise.
3. Allow the child to climb up steps leading to a sliding board.

Refinement: Consistently ascends steps in a mark-time manner, using one rail with no outside adult help.

Carryover: Encourage the child to be independent in stair-climbing. Be present as long as there is insecurity evident.

Item: 26 **Category:** Climbing Downstairs/Criterion

BEHAVIOR Climbs downstairs without a rail, alternating feet.

Methods:

The prerequisite is strength in legs and hips to support weight for lowering to next step.

1. Guide the child down a standard set of stairs until he feels secure. Let the child descend the steps by first holding the rail. Remove the support and provide the child with limited support, e.g. a finger or pencil. Gradually eliminate support.
2. Color code the steps to give visual cue for foot placement in alternating fashion. "Put one foot on red step; now put other foot on blue step," etc.
3. Stand in front of the child facing him as he begins activity to break the visual depth and remove some of the fear.
4. Count with the child as he climbs down each step.

Refinement: Turn over a rocking boat and have child climb up and down the steps.

Carryover: Have the child step over obstacles placed in his path.

Have the child explore stepping down from one step or a set of low steps. Hold child's hand until he feels confident.

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Item: 26 **Category:** Climbing Downstairs/Prerequisite[1]

BEHAVIOR Climbs backwards downstairs on hands and knees.

Methods:

1. Place child on a ramp or slight incline. Have child climb down on hands and knees to reach a desired object or toy.

   If the child has difficulty, guide his leg as he tries to climb down. May only need to steady the child.

2. Have child climb on hands and knees over a ladder placed on a padded surface.

3. Put the child's hands on the second step of a set of low stairs. Put one knee on the first step and urge him to lower himself by calling his name.

4. Place the child in position on the top step. Place a musical toy or other object two or three steps down. Encourage the child to climb down the steps on his hands and knees to get the toy. Be sure to spot the child for safety.

   Pad steps with carpeting to prevent discomfort.

Refinement: Have the child move/climb up and down a set of stepss with low risers.

Carryover: Allow the child to back off furniture, such as sofas/chairs.

Item: 26 **Category:** Climbing Downstairs/Prerequisite[2]

BEHAVIOR Climbs downstairs while holding hand of adult.

Methods:

1. Practice walking down curbings, holding onto the child's hand. Give verbal cues. ("Down you go.") Lower one leg to the next step and gently pull the child to encourage drawing the other foot down.
2. Trace the child's footprints with chalk, etc. on a stair step. Move the child's legs up and down in a marching fashion. Place one leg on a step. Place your hand behind his knee and move his leg down to the next step, encouraging the child to place his foot on the traced prints.
3. Stand directly behind the child and firmly hold the child by hips. Gently move the child's weight to one foot and then lower the other foot.
4. Encourage the child to step down from the bottom step. Gradually encourage the child to climb down a greater number of steps.

Refinement: Allow the child to hold end of a rope/cloth while climbing down steps; as he gains in proficiency give less support.

Carryover: Allow the child to explore moving down a low set of steps. Walk down the steps with the child and hold his hand.

Item: 26 **Category:** Climbing Downstairs/Prerequisite[3]

BEHAVIOR Climbs downstairs using railing for support; one to two progression.

Methods:

1. Start with the child on the last or bottom step and have the child step down as you guide him. Provide support as necessary.
2. Have the child step down from the last step by holding the rail.
3. Begin on the second to the last step and repeat procedures. Gradually increase the number of steps as the child gains proficiency.
4. Place footprints on the steps and demonstrate stepping on the footprints while climbing down. Have the child repeat.

Refinement: Provide the child with a rope as a railing and encourage him to climb down.

Carryover: Place the child near the end of a set of low steps. Guide one hand along the railing while holding the other. Gradually reduce assistance and increase the number of steps to climb.

Item: 27 **Category:** Hopping/Criterion

BEHAVIOR Hops on one foot without falling for a short distance.

Methods: One-foot standing balance is a prerequisite for this behavior.

1. Demonstrate hopping. Hold the child's hand and have him hop with you. Gradually reduce support. Repeat with other foot.
2. Use a light stick or rod. Stand in front of the child, holding the broom handle at his chest level and let him hold it with one hand and hop. Gradually let go and have the child hop with the stick.
3. Encourage the child to hop over four successive taped lines without stopping. Provide support as necessary.
4. Vary speed and direction of hop.

Note: As the child gains in mobility, allow him to explore his environment freely - open space/obstacles/high/low/in/out/up/down/etc. As the child gains in verbal ability, allow him to express his movement: "How did you go under the chair?" "Was your tummy up?" "Did you go backwards?" "Can you move in another way under the same obstacle?" "How did you move?" Allow for creativity of movement.

Refinement: Have the child hop along footprints or a color matrix tacked to the floor. Space footprints approximately ten inches apart and encourage the child to hop first on his right, then left foot.

Carryover: Hold the child's hands and hop on one foot in place with him.

Have the child hop from one place to another, i.e. hop from one tree to another.

80

Item: 28 **Category:** Catching/Criterion

BEHAVIOR Catches an eight inch ball with hands, not trapped against body.

Methods: Sitting and/or standing balance and eye hand coordination are prerequisites for this behavior.

1. Have the child visually track and catch a suspended ball which is moving through an 180° arc.
2. Have the child place his elbows in front of his body, with arms bent slightly. Toss a balloon or foam ball to the child and have the child catch it with his hands. Gradually increase the distance as the child improves.
3. Have the child hold a cardboard box in front of him with arms bent slightly. Bounce a foam ball to the child and have him catch it in the box.
4. Have the child place his elbows in front of his body with arms bent slightly. Bounce a foam ball to the child and have him catch it with both hands.

Refinement: Provide the child with balls of various sizes to catch. Encourage the child to catch ball with two hands.

Provide the child with objects of varying shapes to catch, e.g. football, frisbee, nerf objects.

Carryover: Push objects such as balls gently toward the child while in pool.

Item: 28 **Category:** Catching/Prerequisite[1]

BEHAVIOR Catches a rolled eight inch ball while seated.

Methods:

1. Sit behind the child and hold his arms while another adult rolls a ball to him. Guide the child's hands to the ball as it rolls into catching range. Reduce assistance gradually.
2. Sit in front of the child and slowly roll ball to him between his straddled legs.
3. Sit behind the child while he faces a wall and hold his arms to assist him to roll ball to wall and catch it when it rolls back.
4. When the child is sitting in swimming pool or tub, push soft objects toward him and encourage him to reach for and gather objects.
5. Play simple games with the child which require rolling a ball or cylinder-shaped object back and forth. Create a song involving the directions.

Refinement: Repeat Method #1 with low bouncing ball.

Have the child kneel and later stand while catching a low bouncing ball.

Carryover: Roll balls and wheeled toys toward the child as he sits in a straddled position. Encourage him to catch the object and roll it back as a game.

Item: 28 **Category:** Catching/Prerequisite[2]

BEHAVIOR Catches a bounced eight inch ball.

Methods:

1. Hand the ball to the child and have him grab it and draw it close to his body.
2. Have the child bend over two feet from the floor and bounce a soft ball, such as a beachball, with two hands and catch it. Guide the child's hands as necessary.
3. Stand behind the child and hold his hands. Have another adult bounce a ball half the distance from the child and at a height equal to the child's waist. Guide the child's hands to the ball. Gradually reduce assistance.

Mark the ball with bright, large, solid circles or use a ball with a bell or object inside to aid the child in visual tracking. Bounce the ball so that it rebounds to the child's waist level.

Refinement: Have the child bounce a ball and catch it.

Have the child throw a ball against a wall and retrieve it on the rebound.

Carryover: Show the child how to bounce and catch a ball. Bounce the ball for him so that it rebounds at waist level. Encourage the child to catch the ball. Guide the child's hands to the ball if necessary.

Item: 29 **Category:** Kicking/Criterion

BEHAVIOR

Kicks a rolling ball toward a target a distance of five feet on three of four trials.

Methods: A prerequisite of this behavior is balancing on one foot.

1. Have the child nudge ball with either foot a short distance. Repeat and encourage the child to use both feet alternately.
2. Slowly roll a ball to the child and have him kick it. Use a large colorful ball, such as a beachball. Have the child kick with both the right and left foot.
3. Repeat, providing a target, such as two marker cones set four feet apart. Have child kick the rolled ball between the cones. Slowly decrease distance between cones. Increase distance the child stands from cones.
4. Have the child kick a rolled ball toward bowling pins. Set the pins in different positions, e.g. line, triangle. Encourage the child to count the number of pins knocked down.

Refinement: Kick or roll the ball in a gamelike manner slightly to the child's right or left to encourage the child to align himself with the ball. Have the child kick a ball or other object along a path or through an obstacle course while moving quickly or running.

Carryover: Roll balls to the child and encourage him to kick them back. Play a game of kicking the ball back and forth.

Item: 29 **Category:** Kicking/Prerequisite[1]

BEHAVIOR Kicks ball with support, e.g. chair, table.

Methods:

1. Have the child sit in a chair which will allow his legs to swing. Have the child kick his legs while sitting in a chair. Hold a ball or balloon suspended from a string for the child to kick while seated. Encourage the child to use right and left foot.

2. Have the child lean on adult, chair, or table and kick objects. Provide physical assistance if necessary by gently lifting and swinging the child's leg.

3. Have the child kick a ball or a soft object while holding onto a railing. Encourage the child to kick the object toward a target.

4. Play simple imitation games, such as "Simon Says," while facing and holding the child's hands. Demonstrate kicking the foot forward and to the right or left.

Encourage the child to use both the right and left foot while kicking.

Refinement: Have the child kick a rolled ball while supported. Vary the size of the ball.

Carryover: Have the child sit on the edge of a pool or tub and kick while supported. Present a beachball or other object for the child to kick. Encourage him to kick the ball out of an adult's hands.

Item: 29 **Category:** Kicking/Prerequisite[2]

BEHAVIOR

Lightly kicks a stationary ball independently a distance of two feet.

Methods:

1. Place a ball or large foam cube on the floor next to the child's toe. Begin with large objects and encourage the child to kick the object to a wall or other target.
2. Demonstrate and have the child repeat swinging the foot in an arc. Place a large, soft object slightly in front of the child and in the path of his arc. If necessary, mark a spot on the object slightly below the center of gravity. Gradually reduce the size of the object.
3. Repeat Method #2 with the non-dominant foot.

Encourage the child to hold his arms out for balance while kicking.

Refinement: Have the child kick the object on a marked spot.

Have the child kick the object with the inside and outside of his foot.

Slowly roll a large ball toward the child and have him visually track and then kick it.

Carryover: Have the child kick balloons or plastic bags filled with crumpled newspaper toward a target, e.g. through a door or into a large trash receptacle.

Item: 30 **Category:** Galloping/Criterion

BEHAVIOR Gallops a distance of 25 feet on three of four trials.

Methods:

1. Demonstrate sliding by moving the right foot forward and bringing the left foot up to it. (Reverse for left-handed children.) Encourage the child to repeat. If needed, draw footprints and lines on floor for the child to use as guide in sliding feet.
2. Demonstrate hopping and have the child repeat. Demonstrate combining the slide and hop and encourage the child to repeat.
3. Hold the child's hand and gallop with him. If necessary, have two adults support the child on each side.
4. Move the child's arms in a clockwise circular pattern. Gradually reduce assistance and have the child move his arms in a circular pattern while walking and then galloping.
5. Have the child gallop over footprints which are placed in a gallop pattern.

Refinement: Have the child lead with his non-dominant foot.

Have the child gallop to music by himself and then with a partner.

Have the child gallop through an obstacle course or on a path. Encourage the child to use different movements, e.g. running, hopping, or jumping, while moving through an obstacle course.

Carryover: While outdoors, gallop with the child instead of walking. Play simple chase games using galloping as a means of locomotion.

Encourage the child in make-believe games where he can pretend he is riding a horse, using galloping to travel from place to place.

Item: 31 **Category:** Dynamic Balance/Criterion

BEHAVIOR Walks the full length of a balance beam.

Methods:

1. Place a six inch wide, two inch thick, and eight foot long board flat on the floor and walk the length of it, showing the child how to balance himself. Sit at the end of the board and encourage the child to walk across the board.
2. Repeat the above and raise the board by supporting it on blocks or bricks.
3. Gradually reduce the width of the board to a standard balance beam (2-1/2" x 2" x 8 "). Provide the child with a large base, such as a 8-inch by 12-inch block for starting and stopping.
4. Have the child pick up a toy from the floor, maintaining balance on beam, and return to upright position.

Refinement: Have the child walk to the end and turn without stepping off the beam.

Have the child slide along the beam.

Carryover: Include balance beam on an obstacle course and encourage the child to increase speed with accuracy.

Have the child walk along a curb or five inch x eight inch plank.

Have the child walk across a fallen tree. Encourage the child to jump down from the tree.

GROSS MOTOR

Item: 31 **Category:** Dynamic Balance/Prerequisite[1]

BEHAVIOR Walks full length of eight foot by eight inch board with assistance.

Method: 1. Draw or mark with tape on floor two parallel lines eight to ten inches apart and eight feet long. Encourage the child to balance while walking by placing one foot in front of the other, and not touching the lines with his feet. Gradually decrease distance between lines.

2. Tape or draw a five to eight inch wide line on the floor. Assist the child in keeping his feet on the line and balancing.

3. Place an eight inch wide and eight foot long board flat on the floor and walk the length of it showing the child how to balance himself as he walks. Then tell the child to walk on the board. Provide assistance as necessary by allowing the child to take an adult's hand, lean against an adult, or hold onto a rod or pencil. Gradually reduce width and thickness of boards.

Refinement: Gradually reduce width and thickness of boards in Method 3. Place a rope on a contrasting colored rug. Have the child walk on rope with bare feet. Wwalk sideways, backward, and frontward.

Carryover: Draw parallel lines with chalk on sidewalk or pavement. Have the child walk between lines. Gradually reduce distance between lines.

Encourage the child in make-believe games such as crossing the stream, or follow the leader, which require walking within narrow boundaries and maintaining balance.

FINE MOTOR RESOURCE UNIT

An occupational or physical therapist should be consulted in regard to any of the following methods when a child exhibits any questionable response.

Item: 1 **Category:** Visual Focusing/Criterion

BEHAVIOR

Alternates glance from one object to another when presented with two objects separated by two to three feet.

Methods: Head control is a prerequisite for this criterion. (See Gross Motor, Item 1).

1. In a dimly lighted room, hold two penlights about three feet apart, and 12 inches from the child's nose. Alternate turning them off and on. Avoid shining the light directly at the child's eyes. When the child has focused on one light, switch on the other. Repeat procedure several times.
2. Follow the above procedure using two sound-producing toys. Hold one out to one side of the child and shake the toy. When the child focuses on it, present the second toy on the other side and attract child's attention to it. Then direct the child's focus back to the first object. Check to see if the child is attending to the visual stimuli by gradually reducing the stimuli from the sound producing object.
3. Suspend an item at each side of the child's crib. In play with the child, encourage him to look from one item to the other. Avoid items which produce a sound.
4. Use the procedure described above, but vary the stimuli presented. Alternative materials are bells, bull's-eye targets, checkerboard designs, faces, ribbons, finger puppets. An additional strategy is placing thimbles on your thumb and index finger and clicking them together to attract the child's attention.

Items should be separated by a distance (two to three feet apart and 12 inches from his nose) which requires the child to move his eyes, not necessarily his head.

Refinement: Suspend a ball or other toy above the child. Swing it in a large arc so the child will change his focus and tracking pattern to keep the ball in view.

Carryover: Suspend objects of interest at various points over the crib and from the ceiling to encourage the child to switch focus.

Item: 1 **Category:** Visual Focusing/Prerequisite[1]

BEHAVIOR Focuses on an object placed 10 to 12 inches in front of eyes at midline.

Methods:

1. Hold the child in front of you and say "Look at me." Move the child's head to face you. Shake your head, change your facial expression, make cooing sounds.
2. Position yourself close to the child. Direct the child's face toward you. Talk to the child, make interesting noises, and change your facial expression when the child indicates he can see you. Gradually increase the distance between you and the child while keeping your face in front of the child's face.
3. Shake a colorful rattle or play a musical instrument in front of the child to gain attention and to promote focusing on the object.
4. Encourage the child to look at food items. Hold the child's food or bottle 10-12" away. Shake the bottle to get the child's attention. Move the food out of visual range before rewarding by feeding.
5. Hold child on your lap at a table. Shake a rattle or toy and put it on the table at midline. Gradually change the position of the object by moving it from midline. Then gradually return the object to midline.
6. Place a mobile, crib gym or suspend a brightly colored large crib toy such as a ball or rattle on the child's crib or chair. Suspend toys in a line toward the floor and then later suspend the toys horizontally across the chair or crib within the child's view. Vary the position of the toy to right and left of midline. Mobiles containing facial parts are recommended. Narrow the distance away from the midline.

Refinement: Gradually increase distance of object or familiar toy from the child. Decrease the size of the objects.

Design patterns, such as a checkerboard, bull's-eye, or face from black and white or other contrasting construction paper. Suspend the pattern where the infant can see it. Change the position of the pattern to encourage focusing in different planes.

Carryover: When holding child over shoulder, place ribbons or other colorful objects on a chair, wall, or suspend from ceiling for the child to look at.

Suspend mobile or objects over the child's crib.

Item: 2 **Category:** Visual Tracking/Criterion

BEHAVIOR Tracks object moved horizontally through a distance of a 180° arc.

Methods:

1. Place the child on his back on mat or in crib. Holding a large brightly colored object with contrasting hues on a string about 12" above child's eyes, shake it to get his attention and swing it slowly side to side. You may have to recapture his attention after a few minutes. If there is no movement, hold the string in one hand while moving the child's head with the other hand. If the child does attempt to follow independently, reward him with soothing or words.

2. Stabilize the child's head with your hands. Move a pen flashlight from the center to the right, and then from center to left.

3. Use materials such as bells, penlights, bull's-eye design, checkerboard design, human face, stylized human face design, toys, sound-producing toys, finger puppets, pieces of cloth, crumpled paper to encourage the child to track.

4. Attract child's attention to an object 45° to the right or left of midline. Slowly move the object to an arc toward the child's opposite shoulder to a position 45° to that side of midline. As the child gains proficiency, increase the distance of the arc until the child smoothly follows an object from shoulder to shoulder (180°).

5. Pair sound and speech with the movement of an object to maintain child's interest.

6. Hold the child on your lap when seated at a table. Slowly roll a tennis ball, butterfly ball, or rattle back and forth in front of him on the table. Encourage the child to follow the movement of the object.

Mobile for child under eight weeks should not be placed at midline, as he generally looks to far right or left 80% of the time. It should be either to the far right or left (or both sides preferably). It should hang about 12"-18" from eyes and should look attractive from the baby's point of view (black/white, different curvatures) and should preferably be two dimensional. Midline focus develops at six weeks to three months.

Refinement: Follow methods above, varying speed of moving object. Place child in prone position once child has accomplished the methods in a supine position.

Carryover: Suspend a mobile from the child's crib. Slowly swing the suspended item horizontally and encourage the child to follow the movement of the object.

Item: 2 **Category:** Visual Tracking/Prerequisite[1]

BEHAVIOR Visually tracks object moved horizontally from midline position.

Methods:

1. When child focuses on an object at midline, move it slowly to the right or left. Move the object back to midline when child ceases to follow it. Attract his attention to the object and repeat the procedure.

2. Use a wide variety of objects in carrying out the above procedure. Change materials throughout the teaching sessions to maintain the child's interest. Some suggested materials are objects with contrasting color schemes, brightly colored objects, penlight, sound producing toys.

3. Infants are often more attracted to the human face than to other objects. Have the child focus on your face while speaking directly in front of him. Slowly move your head to the right or left if reinforcing with speech, singing, or cooing. Continue only as long as the child focuses on your moving face.

4. Initially pair the visual stimulus with sound and your face. As the child becomes proficient in following at this level, withdraw the sound and the face so the child tracks object alone. Continue to use sound and face as reinforcers for visual tracking.

Refinement: Move child's hands in front of his face so that he can see his hands and their movement. Put his hands together in front of his eyes and then pull them apart.

Drop objects from the midline, right, and left, and encourage child to watch them fall.

Move across the room with a bell or wave a colorful object to encourage child to track.

Present child with hourglass toys and encourage tracking. Use practical objects of interest from around the house such as small mirrors, jewerly, bracelets, and rattles.

Move a small multi-colored or irregularly shaped object of interest in a circular motion 12" above child's eyes. Encourage child to track the object by first gaining his attention and then by moving the object slowly.

Carryover: Place child nearby for family meals using infant seat.

Feed from alternate sides, moving food or spoon horizontally.

Take child outside for carriage walks. When playing with child, present objects of interest, e.g. rattle, keys, etc., to track, using one object at a time and changing objects frequently. Move or swing object horizontally.

Item: 2 **Category:** Visual Tracking/Prerequisite[2]

BEHAVIOR

Visually tracks object moved vertically at midline from chest to forehead.

Methods:

1. Begin by introducing a variety of items to determine the child's interest level for specific items. Use high preference items in carrying out the teaching activities. Samples may include items with contrasting colors, bull's-eye design, checkerboard design, bell, penlight, sound-making toys, human face, or stylized designs of the human face.

2. Place the child on his back on a mat or in crib. Using an object of interest, move it back and forth vertically about 12" from eyes. If no tracking occurs, gently move child's head with one hand to follow moving toy. May need to shake toy again to recapture attention.

3. Hold the item of choice at midline, 10 to 12 inches above the child's chest. Attract his attention to the object by shaking it or holding it near your face and speaking to the child. Slowly move the item vertically toward the child's forehead.

4. Begin attracting the child's attention to the object at chin level and encourage him to follow the object from there to near his forehead. When the child can accomplish this, start at a lower point until the child follows the object the total distance from chest to forehead.

5. Move the object from forehead to chest and encourage the child to track in this direction.

6. Move the object diagonally across the area from the child's forehead to chest to develop more refined pursuit skills.

7. Practice skills with the child in both lying and upright positions.

Also initiate methods in prone position. Observe child's action. Do not allow activity to become frustrating for the child. If crying or redness in skin color persists, stop activity until child is in another position (supine or sitting with aid). Often children are placed in supine position for extended amounts of time. The supine position does not provide for the variety of learning experiences that the prone position provides. Exploring and more realistic tracking situations occur in that position. See P.T. or O.T. if positioning is a major concern.

Item: 2 **Category:** Visual Tracking/Prerequisite^2

BEHAVIOR

Refinement: Using ink or pencil, draw vertical or diagonal lines across a two-inch-square cardboard. On another two-inch square, draw a bull's-eye with concentric circles. Attach each to a stick and show them one at a time to the baby. Try them at various distances from his eyes.

0-six weeks, seven - nine inches best distance for focus
six weeks - 30 months, six - twelve inches

A child under eight-weeks old may give object only very brief stare. By three and a half months, focusing is far more sophisticated. Move the drawing vertically and diagonally.

May use flashlight at first. Hold it directly in front and reinforce by speaking to the child. May hold head in direction of light. After he responds to light, move objects vertically and diagonally. Go to other objects.

Initiate methods in prone position. Observe child's action. Do not allow activity to become frustrating. If crying or redness in skin color persists, stop activity.

Carryover: Hold noise-making toy above child's head. Move downward to child's eye level. Observe child's tracking abilities. Vary items from noise-making toys to stuffed animals.

Item: 3 **Category:** Hand Movement/Criterion

BEHAVIOR Uses two hands at midline to hold a bottle or other object.

Methods: Integration of primitive reflexes and ability to bring hands to midline are necessary for this criterion. (See Child Development p. 30-33)

1. Encourage child to place one hand and then both hands on bottle while being fed.
2. Place a ring in both of the child's hands and encourage him to hold the ring with both hands.
3. Place a squeeze toy in middle of child's chest and encourage the child to recover the object with both hands.
4. Place a cube in each hand and encourage child to bang them together. Provide assistance by manually guiding hands together, if necessary.
5. Build a tower of blocks and have child knock it down by bringing both hands together at midline.
6. Place a dowel rod in each hand and encourage the child to bang the two rods together.

Refinement: Encourage child to make flat cakes with playdough or clay. Have child roll clay with palm of hand.

Provide tactile toys like sandpaper blocks, soft animals, big pieces of cloth, fuzzy pictures, plastic dish or cup, or bean bags.

Put spoon in child's hand. Guide his hand to midline with a banging motion on surface. Praise him and show him how much fun it is. Gradually remove physical assistance.

Carryover: Participate with child in pat-a-cake game holding the childs hands. Afterwards, give child blocks or spoons to bang together. Make up songs to go along with activity to increase the child's interest. Following the above actions give the child a cup with two handles or a sponge ball to hold in midline with two hands.

Item: 3 **Category:** Hand Movement/Prerequisite[1]

BEHAVIOR Holds object placed in fist for one-two minutes.

Methods:

1. Manually open and close the child's hand and wiggle his fingers.
2. Place your finger in the center of the child's palm. Apply some pressure so he will close his whole hand around it.
3. Place the child on his back. Place your fingers in the center of the child's palms. Encourage him to close his hands around your fingers and pull to sitting position.
4. Give the child a variety of objects (hard rubber block, wooden cube, plastic doughnut ring, sponge cube) to hold. Close his fingers around the object. Release the child's hand for a few seconds with object in it. Transfer object to other hand. Gradually decrease assistance.
5. Tie a ribbon or soft scarf lightly around the child's palm. Encourage child to feel the scarf.
6. Use objects of various textures (soft, fuzzy, rough) to motivate the child to close his fingers around an object.
7. If the child has weak muscle tone, support his wrist so it will not bend. If the child's fist is closed due to spasticity, drop the wrist before placing the object in the palm. The fingers should open when the wrist is dropped. Place the object in the child's hand and slowly straighten his wrist.

> It is advisable to relax a spastic-fisted hand by gently rocking child and gently shaking the arm into a relaxed extended position from the shoulder to the hand or using water play (warm) to relax the child's hand. Do not pry open the fingers; gently shake the hand. See occupational therapist/physical therapist for assistance in working with children exhibiting this behavior.

Refinement: Once Methods 1-6 have been successful, vary the types of objects used. Progress from the objects in Method 3 to different objects (e.g. small round ball).

> Objects which have sections, handles, holes, or sponge components are easier to grasp than smooth, rough, or square objects. Start with the easier objects first.

Carryover: Initiate an activity with a sponge ball. Rub the ball on the child's skin. Have the child become accustomed to the material. Follow Methods 1-6.

Item: 3 **Category:** Hand Movement/Prerequisite[2]

BEHAVIOR

Looks at own hand when it passes through visual field.

> Observing the child's use of eyes and hands together is critical. Many children who have difficulty with fine motor skills do not look at their hands.

Methods:

1. With child lying on back, guide his hand at the forearm through the child's visual field. If the child does not look at his hand, use speech and gently shake the child's hand to attract his attention.

2. Place a brightly colored or shiny rattle or toy in the child's hand to attract the child's attention. When the child looks at the object and his hand, discontinue using the object. As a reinforcer, provide the object after the child looks at his hand.

3. Initially have the child focus on his hand when it is stationary. Then slowly move the child's hand through his visual field and encourage him to follow it.

4. To increase the child's awareness of his hands and fingers, assist child to really wash hands, washing fingers separately, and put child through motions of one palm washing the back of the other hand and vise versa.

5. Rub child's hand with items of various textures and temperatures (cotton, cold cup, warm water) to attract attention. When child looks at hand, discontinue object use. Rub child's hand again each time he looks at his hand.

Refinement: Attach a bell to the child's hand so it will produce a sound when the child makes random movements. Interact with the child in a way that encourages physical activity. Observe whether or not the child looks at his hand when it crosses his line of vision.

Carryover: Put a lightweight mitten or baby sock on or tie a ribbon to the child's wrist to attract attention to his hand.

Item: 3 **Category:** Hand Movement/Prerequisite[3]

BEHAVIOR Holds hands together at midline for one-two minutes.

Methods:

1. Loosely wrap a colored piece of yarn or ribbon around both the child's hands and fingers so that they are brought into contact with each other for a short period of time (three-five minutes maximum).
2. Help the child bring his hands to his mouth to suck on his fingers by rubbing them with honey, pudding, or baby foods. Place safe objects, such as a rattle, in the child's hands to suck on.
3. Move child's arms so his hands touch each other. Shake his hands gently to open his fists. If the child resists the motion, put him in a side-lying position and bring his hands into contact with each other.
4. Present an attractive item, e.g. rattle, keys, etc., at midline to encourage the child to bring hands together. Place your hands on the child's elbows to guide hands to the object.
5. Make a mitten from baby sock and attach tactually appealing items (varying textures) to the sock. Place mitten on one of the child's hands. Guide child's hands together at midline and encourage exploration of the textures of the mitten. Repeat without guiding the child's hands toward midline.

Refinement: If the child is able to reach, dangle an object at the midline. When the child reaches for the object, move it away slightly so his hands touch each other rather than the object.

Carryover: Play pat-a-cake with the child. Move his arms through the actions, pausing to help him feel his other hand at midline. Use his finger tips to feel his palm and other fingers.

Help the child hold his bottle with both hands until he is able to do it without help.

Item: 4 **Category:** Grasping/Criterion

BEHAVIOR Reaches for and obtains an object placed 10-12" in front.

Methods: Voluntary grasping is a prerequisite for this criterion.

1. Shake a rattle or bell in front of the child at midline and guide the child's hands toward the object. Gradually decrease assistance.
2. Hold rattle 12" over child and shake it until he notices it. Move it down slowly so it's possible for him to grab it as his arms reach up. Say, "Get the rattle." When he does, say, "You got it!" Let him pull it down toward him. Gently move it up until he releases. Repeat proceure. If he stares but does not touch, move one of his hands to it.
3. Place objects of different textures, e.g. cloth balls, cubes, bells, rings, sponges, in front of the child to encourage reaching and grasping.
4. Place empty thread spools in the child's palm and let him play with and manipulate them. Remove objects from child's hands and place them 10-12" in front of him.
5. Give child objects of varying sizes, such as balls, cubes, squeeze sponges, and toys. Place objects in front of the child and encourage him to secure the objects on his own rather than your handing objects to him.

Refinement: Encourage child to retain and manipulate a rattle, rubber ring, or other toy by first demonstrating and then encouraging child to imitate.

Change the position of the object, i.e. move the object to the right or left of midline, further from the child to refine grasping.

Have the child assume a front and back lying position and reach/grasp objects at midline, right or left of midline, to the side or above.

Move the child's hands about by clasping them, clapping them, and guiding them to his face. Give child a rattle or teething ring and guide the object to his mouth.

Carryover: Encourage child to reach out and touch your face.
Encourage the child to reach for his bottle by holding the bottle in front of him. Do not give it to him until he reaches out for it.

Place an object in the child's hand and help him move it to his mouth.

Place play dough on mirror directly in front of child. Tap the play dough with your finger. Guide the child's hand to the play dough. Encourage child to poke and pull at the playdough.

Item: 4 **Category:** Grasping/Prerequisite[1]

BEHAVIOR Holds object placed in hand.

Methods:
1. Run a soft object across the child's palm to encourage closing.
2. Place your finger in the center of the child's hands. Squeeze the child's hand around your finger. Gradually decrease assistance.
3. Place a rattle or dowel in the child's hands. Squeeze the child's hands around the object. Shake the rattle while the child holds it. Gradually decrease assistance.
4. Place a colorful rattle, dowel, or other interesting object in the child's hand. Apply light pressure on the palm to encourage holding.

> If child reacts adversely to touch on the hand, contact an occupational therapist to determine method of reducing this avoidance behavior. If child is unable voluntarily to open his hand, relax him by gently rocking him back and forth while gently shaking arm, progressing from the shoulder to the hand. Do not pull child's hand open forcefully.

Refinement: Place hanging objects across crib or play pen and allow child to swipe at them with both hands.

Casrryover: Encourage child to touch and grasp textured objects.

Item: 4 **Category:** Grasping/Prerequisite[2]

BEHAVIOR Swipes at objects with both hands.

Methods:

1. Attach an elastic cord across the child's crib and suspend objects such as spools, plastic toys, or bells which the child may reach and hit. Guide child's hands to touch the object. Dangle the object and encourage the child to swipe at it.

2. Sit down, holding child, and provide blocks or musical toys he may swipe at and knock down. Imitate movement and encourage child to repeat.

If child has an obligatory tonic labyrinthine reflex or is extremely hypotonic or spastic, place him in side lying position and assist him at the elbow level in swiping at objects strung over a towel rod that is supported securely by two chairs. Change to other side and repeat activity. (See Child Development Section on Motor Development p. 27-33)

Refinement: Encourage child to purposefully reach for an object suspended across crib. Reward reaching with desired object.

Carryover: Put noise-making toy such as cradle gym within reach so that touch gives a rewarding sound.

Item: 4 **Category:** Grasping/Prerequisite[3]

BEHAVIOR Reaches for an object placed 10-12" in front.

Methods:

1. Suspend a mobile or a brightly colored toy, e.g. a ball, foam cube, or rattle in front of the child. Guide the child's hand toward the object. Gradually decrease assistance.
2. Follow the above procedure and encourage the child to bat at the object.
3. Place objects in close proximity to the child's hands while holding him in your lap. Bring the child's hand in touch with the object and let the child swipe at the object. Place the child's hand next to an object and let him attempt to reach for it.
4. Place objects near the child's hands when you hold him in your lap. Use objects of varying shapes and textures. Place them near enough to the child's hands so that when he comes into contact, he will be able to grasp the object. Increase distance between child and object.
5. Dangle an object so that it touches the child's hands. The child may be either in a prone, supine, or sitting position on your lap. The object should touch his hand lightly. Encourage the child to grasp it; when he does, let him play with it for several seconds.
6. Hang objects across the child's crib so that when he makes swiping motions with his arms, he will come into contact with the objects. Hang strips of different textured cloth with and without small bells attached. Also have other objects which would hold the child's attention.

Refinement: Place child in front lying position with head and shoulders over edge of small wedge. (A tightly rolled blanket or towel may be used) Encourage child to support self on one forearm on elbow to reach for an object with free arm.

Carryover: Hand toys and other objects to the child over his crib and encourage him to reach for them. Take his hand and show the child how to make the objects move or produce a sound.

Item: 5 **Category:** Grasping/Criterion

BEHAVIOR Transfers object from hand to hand.

Methods:

1. Place a toy in the child's right hand. Manually guide his hand to left and transfer the object to his left hand.
2. Give the child one object and hand him another to be taken by the same hand. Show him how to transfer the first object to the other hand by putting his left hand on the toy while he's holding it in his right hand. If he holds two in one hand or puts them to his chest with one hand, give third object to him.
3. Model tranferring an object from one hand to the other. Encourage child to imitate.
4. Attach a bell or a ribbon to the child's wrist. Encourage the child to play with object, transferring it from one hand to the other.

> Use many different objects as the child's grasping ability becomes more developed.

Refinement: Give child a toy to be taken in one hand. Stand or sit near the child's other hand and encourage him to give you the toy by transferring the toy from one hand to the other.

Carryover: Select a toy which has handles or notches on each end of the toy (e.g. rattle, two-handled cup). Follow Methods 1-3.

Practice transferring favorite toys from hand to hand while looking in a large mirror.

Item: 5 **Category:** Grasping/Prerequisite[1]

BEHAVIOR Retains one object when another is given.

Methods:

1. Using cubes or similar sized objects, offer the child one object. When he takes that one, place another in his free hand.
2. Repeat above, but do not place the second cube in the child's hand. Wait for him to grasp it. If the child drops the first cube, place in the opposite hand and repeat.
3. If the child has difficulty holding the cubes, try an activity using rings, such as plastic bracelets or small embroidery hoops.

Refinement: Give child small toy to hold in one hand and present a snack for his other hand. If he drops one, give it back immediately. Reward him for any length of time that he holds both.

Sit Indian-style with child between your legs facing away from you. Talk to the child and establish a comfortable style of presenting objects in front of the child. (A mirror can facilitate your observation of the child's visual tracking.) Gently push aside arm with which child usually attempts to reach. Encourage child to attempt to grasp object with other hand. Observe how long the child retains the object. Use Methods 1-3, using the hand he normally doesn't use. Make sure this is not a frustrating experience. This activity facilitates skill which will be used in transferring objects.

Carryover: Follow Methods 1-2, using carrot sticks and pepper strips after the child has eaten.

Item: 6 **Category:** Grasping/Criterion

BEHAVIOR Uses radial palmar grasp; involving grasping object with thumb and index finger.

Methods:

1. Place objects in child's hand from the thumb side. Use objects such as plastic cups, dowels, or rattles.
2. Place objects such as crayons, pencils, or rattles near the child's thumb and encourage child to use the palm side of his hand to secure the objects. Provide assistance as necessary.

> A radial palmar grasp is an integrated grasp movement of the fingers which is initiated at the thumb side.

Refinement: Have child use objects which require a radial palmar grasp in everyday activities, such as cup, blocks, and pieces of cheese.

Carryover: Place spoon on table in front of child while he is being fed. Assist him in holding it in a radial palmar grasp, if necessary.

Item: 6 **Category:** Grasping/Prerequisite[1]

BEHAVIOR Uses raking movement to obtain an object.

Methods:

1. Place small pieces of food in a shallow bowl and guide child's hand in a raking pattern.
2. Provide sand or corn meal for child to rake into a mound.
3. Have child play with rice or small pebbles that have been placed in a shallow pan or box. Then place object in pan for child to obtain. Assist in raking motion if necessary.

Refinement: Place a block on a table and help child to pick it up.

Carryover: Place cookie crumbs or small pieces of food on table and encourage child to rake them into a mound.

Item: 6 **Category:** Grasping/Prerequisite^2

BEHAVIOR

Uses ulnar-palmar grasp.

Methods:

1. Manually open and close child's hand. If child's hands are shut tightly, get suggestions from O.T. or P.T.
2. Place the child's palm edge on top of rounded object small enough to fit in child's hand (small ball, small piece of fruit). Encourage child to hold object for several seconds. Provide assistance by placing hand over child's hand, gently moving fingers to grasp rounded object.
3. Place the child's palm edge on top of an object such as a cube and close the child's palm around it. Encourage child to hold the cube for several seconds.
4. Show the child how to squeeze a sponge in the palm of his hand. Provide child with a container of water and encourage him to squeeze the water from the sponge.

An ulnar palmar grasp is an integrated grasp movement of the fingers, initiated with the palm edge side.

Refinement: Offer the child a spoon handle and encourage him to hold it in a palmar grasp.

Carryover: Offer the child a rattle or cylindrical toy. Encourage him to hold it for several seconds.

Item: 7 **Category:** Manipulation/Criterion

BEHAVIOR Places cubes in cup on command.

Methods: Purposeful release is necessary for this behavior.

1. Have child push blocks from a table into a cardboard box. Place one block on the corner of the table and have the child push the block into the box. Repeat this procedure until the blocks have been dropped into the box.
2. Have the child place the blocks into the box on command or by gesture.
3. Demonstrate placing blocks in cups. Take the child's hand and help him to pick up a block and place it in the cup.
4. Give the child a block, tip the cup toward him and point to the cup saying, "Put it in."
5. Obtain a cup and some cubes or objects similar in size. Have the child pick up one of the cubes and place it in the cup. Present another cube and tell him to put that one in the cup. Continue, presenting one cube at a time. Continue to encourage the child until he does the task easily.
6. Demonstrate placing blocks in cup. Then give blocks to child and ask him to put the blocks in.
7. Use empty clear container and a few small toys easily held. Demonstrate dropping a few toys in the container and exaggerate the noise. You may shake the container also. Empty and repeat. Hand toys to child and then encourage child to take the toys.

Refinement: Ask the child to put clothespins in plastic bottle.

Carryover: Ask the child to help put blocks away after play. Help him to release blocks into a container by guiding arm at elbow if necessary.

Item: 7 **Category:** Manipulation/Prerequisite[1]

BEHAVIOR Releases objects from hand deliberately.

Methods:

1. Have the child imitate opening and closing hand.
2. Give the child a small toy. Place your hand under the child's hand and have him release the toy. Tap the back of the child's hand to release the toy. If the child has difficulty, apply pressure to wrist until the object falls.
3. Say, "Take," and have the child reach for an object and grasp it. Give him assistance only when he needs it. Say, "Put," and help the child place the object in a shallow container or in a designated place.
4. Place a spoon and a cup in front of the child. Tell the child to put the spoon in the cup. Guide the child's hand to release the spoon. Have the child try without assistance.
5. Have the child release smaller objects onto a sheet of paper. Have the child bring his hand over the piece of paper and place a block on the paper, rather than just dropping it.
6. Have child release objects into a coffee can or other receptacle.

Refinement: Have child place blocks on top of each other to build a tower.

Have child place small toys into a larger container and take them out. Demonstrate and assist as necessary.

Carryover: Drop bath toys or small objects into bath water.

Using a small toy, play "Give it to Mommy." "Now, John take it back." Encourage child to take it out and give it back. If he does not release, turn the hand over to release it or gently take it. If he does attempt to open grasp, take object and praise him.

Make an incline with a piece of cardboard and a box. Demonstrate placing a small car or wheeled toy at the top of the incline and releasing it so it rolls down the incline.

Item: 8 **Category:** Finger Movement/Criterion

BEHAVIOR Completes formboards containing five or more pieces.

Eye-hand coordination is a prerequisite for this behavior.

Methods:

1. Cut a circle from the edge of a heavy piece of cardboard. Encourage child to feel the shape of the hole. Demonstrate and guide the child's hand in sliding the circle in and out of place. (Circle should slide into place easily.) Gradually reduce assistance.

2. Repeat Method #1, but cut circle in center of cardboard. Place circle next to the hole and have child slide the circle into place. Provide assistance by guiding the child's arm at the elbow. Repeat with a square, triangle, and rectangle.

3. Give child round block and guide his hand to round hole in board. Repeat several times until child can do it without physical assistance.

4. Make a formboard containing a circle and a square. Have the child imitate placing both shapes into place. Encourage the child to feel and see the difference in the shapes.

5. Introduce formboards which contain representative figures, such as animals, people, or objects. As the child improves, rotate the formboard 180° or place it in a vertical position so that the child will turn or rotate the pieces to fit.

Formboards can be constructed from material such as sponge, plywood, cork, and tri-wall. Texture may be enhanced by using terry cloth or sandpaper for a cover.

Refinement: Have child match lids to containers. Provide child with various sizes and shapes of containers. (Plastic containers are recommended.) Give child shape mailbox or shape box in which to drop blocks.

Carryover: Demonstrate putting blocks in a box. Place blocks on floor and have child put them away for you.

Use mailbox formboard. Help child with shapes but let him push them in.

Provide child with plastic container to open. Place a block or other object in the container to maintain child's attention.

Use different media to finger paint--pudding, shaving cream, whipped soap flakes, water on blackboard, and encourage child to use all ten fingers to make a picture.

Item: 9 **Category:** Two-Hand Activities/Criterion

BEHAVIOR Strings three or four three inch beads consecutively.

Methods:

For this criterion: all head and trunk control for sitting
(See Gross Motor, Item 1)
use of eyes and hands together
(See Fine Motor, Items 7,8,9)
ability to bring hands to midline
(See Fine Motor, Item 3)
ability to use a bilateral pinch and grasp
(See Fine Motor, Items 4, 10)

1. Hold wire or pipe cleaner and guide child's hand in aligning and pushing a ring or cylinder onto the wire. Gradually introduce child to holding both objects. (Remember to cushion sharp edges of wires/pipecleaners, etc. with rubber or pieces of fabric.)

2. Bend a coat hanger so that it makes a curved wire about one foot in length. It should look "U" shaped. Tape the edges, or glue a bead on each end. Cut circles about one inch thick from the cardboard rolls on which aluminum foil or wax paper is wrapped. Have the child string these on the wire loop. Gradually reduce the size of the circles.

3. Obtain a large bolt (about six inch long) from a hardware store. Obtain about 6-12 washers which fit loosely onto the bolt. Hold the bolt upright and have the child place the washers on the bolt. The washers may also be strung on the wire.

4. Have the child practice placing rings on a horizontally presented dowel.

5. Obtain a large shoestring and tie a knot on one end. Using either beads or rigatoni,(one-half the regular length) have the child string these on the shoestring presented vertically. The child may require some assistance in lining the bead up with the tip of the shoestring. Place masking tape on the tip of the string to make it stiff and easier to manage.

Refinement: The child is able to hold the string or wire independently while stringing beads.

Decrease the size of the beads and stringing material as the child is successful.

Carryover: String plastic doughnuts, then rigatoni on a pipecleaner.

String beads on a pipecleaner. Gradually introduce shoestring.

Item: 9 **Category:** Two Hand Activities/Prerequisite[1]

BEHAVIOR Winds two inch spool.

Methods:

1. Nail about six nails in a piece of wood. Place the nails about four inches apart in any pattern. Tie a piece of string or yarn to one of the nails. Then have the child wind the string once around each nail. Repeat, having the child wind around twice, then three times. Pegs in a pegboard may be substituted for nails.
2. Provide child with a large spool or paper towel roll. Tie a ribbon on the spool so that the child can wind the ribbon around the spool. Begin with a short ribbon about one foot in length for easy movement. Gradually increase the length of the ribbon and have the child wind it.
3. Have child wind up partially unwound ball of yarn. Gradually increase amount of yarn child has to wind.

Refinement: Have child reel in a fishing line. Encourage the child to wind in one direction.

Have child wind up the string on a yo-yo.

Carryover: Have child manipulate windup toys. Encourage child to hold toy while winding.

Item: 10 **Category:** Pincer Grasp/Criterion

BEHAVIOR Touches each finger to thumb.

Methods:

Prerequisites for this criterion are shoulder and trunk stability, ability to oppose fingers and thumb, varying degrees of pinch strength.

1. Have the child work with clay or playdough. Encourage him to pinch it and make small balls by rolling a piece of clay between the thumb and first finger.
2. Stretch a rubber band over the child's thumb and first finger and have him stretch the band by moving his thumb and first finger. Repeat the activity, using the thumb and second finger, thumb and third finger, and thumb and little finger.
3. Have the child make dots on a sheet of paper using finger paints. Let him make the dots with each finger.
4. Draw faces on the tips of the child's fingers and use them as puppets. Have the child wiggle his fingers to make the puppets move.
5. Have child press clay between his thumb and fingers.
6. Have child remove clothespins from the top of a coffee can. Progress to attaching clothespins to a container.
7. Have the child imitate you in simple fingerplay.

Refer to Cognition Unit, Item II Catagory: Identifies self. (Refinement)

Refinement: Have child touch each finger to his thumb on either hand, one finger at a time, and then all simultaneously.

Have child touch each finger to his thumb twice before changing fingers.

Carryover: Play with "finger pop" toys - commercial toys made from styrofoam that pop forward when child pinches thumb and fingers. Also, squeaking toys may be used.

Item: 10 **Category:** Pincer Grasp/Prerequisite[1]

BEHAVIOR Pokes with index finger.

Methods:

1. Let the child lick peanut butter or applesauce from his index finger.
2. Touch your nose with your index finger and have the child imitate. Guide the child's hand at first, then have him imitate without assistance.
3. Place a mirror in front of the child and have him poke at his image with his index finger.
4. Have the child push small objects along a track or narrow box using his index finger.
5. Guide child's index finger in poking at play dough or clay. Encourage child to create patterns by poking the clay.
6. Let child finger paint in pudding with index finger only. Allow child to lick finger as a reward.
7. Place strips of tape on a table edge with the sticky side up. Have the child pick up the strips by poking them with his index finger.
8. Hold child's hand with pointer finger out. Guide hand to dip into paste, spread on a picture, and scrape excess off onto paste jar. Gradually reduce physical assistance.
9. Read story to child from picture book. Have him point to the pictures using his index finger.

Refinement: Provide child with a toy telephone and encourage him to use his index finger to dial.

Carryover: Make collages or other art projects requiring pasting. Emphasize during activity to use only one finger and put excess back into jar.

Allow child to "play" various keys on a piano or organ using his index finger.

Do the same for plucking the strings on toy or real instruments, such as a guitar.

Item: 10 **Category:** Pincer Grasp/Prerequisite[2]

BEHAVIOR

Reaches for and manipulates a small object, e.g. raisin, cereal, with a neat pincer grasp.

In teaching this behavior, start with reaching for larger objects first, and gradually progress to smaller objects.

Methods:

1. Place double-stick tape between the child's thumb and first and second fingers and have him pull his thumb away. Gradually introduce child to thumb and index finger opposition. Manipulate the child's finger by bending the thumb and index finger slightly into the palm. Move the child's finger and thumb toward and away from each other.

2. Have child pick up objects such as raisins and cereals.

3. Manually close the child's thumb and index finger on objects such as string, raisins, or small pieces of food. Tuck last three fingers into child's palm. Gradually reduce assistance. Give child finger foods, one at a time, that must be picked up using fingers. Assist by placing child's thumb and forefinger on the food and your fingers over them.

4. Demonstrate opposing the thumb and the first two fingers. Have child imitate.

5. Give child small toys, such as marbles, beads, or pop-its to put into containers. Supervise carefully.

Refinement: Wrap a piece of food in paper and encourage the child to remove the wrapper. Vary the wrapped item so the child will not lose interest - such as bits of cereal, cookies, crackers, a small toy, or a book.

Have the child pull a string to obtain an object. Encourage child to use the tips of his fingers.

Carryover: Give the child things to play with that cannot easily be picked up using the palm (pot lids, blocks with finger holes, small book, or finger foods). Praise when he picks up objects to play with.

Using a teething ring, place the child's thumb and index finger around the ring. Place the ring on his index finger to attract attention.

Item: 10 **Category:** Pincer grasp/Prerequisite[3]

BEHAVIOR

Uses fingers to perform specific movements such as pull pegs from pegboard.

Methods:

1. Demonstrate removing objects from shallow containers, such as blocks from a box, small pieces of food from a bowl or cup, pennies from a jar.
2. Place three pegs in a row on a board or in clay at 1/2" intervals. Have child remove pegs one by one and place them in a cup.
3. Repeat Method #2 and increase the number of pegs, decreasing the distance between pegs.
4. Give the child an activity board which contains nuts, bolts, and screws. Demonstrate how to manipulate the objects. Encourage child to match the nuts and bolts and to screw them together.

Refinement: Place bits of food in a bottle and have child remove them. Have child turn pages of a book (See Cognition, Item 9). Begin with thicker pages. Encourage child to poke, squeeze, and pull apart clay.

Demonstrate placing pegs in board or clay. Ask child to help you put them in.

Make a line with pegs. Have child match up colored pegs or put them in next to your line. Take child's hand and help him by guiding his hand and placing the peg. Gradually reduce assistance.

Carryover: Select a toy which contains removable pieces, such as a toy car with people seated within. Encourage the child to pull the figures out of the car and place them back.

Item: 11 **Category:** Forearm Rotation/Criterion

BEHAVIOR Rotates forearm to manipulate a toy or object.

Methods:

1. Gently rotate the child's forearm to the right and left. Repeat with other arm. (Palm up and palm down). Have child do this with elbow bent and upper arm at side. Stamp inside of forearm with Mickey Mouse figure or happy face.
2. Provide child with hourglass toys and physically guide the child's hands to turn the object. (Palm side of forearm up and palm side of forearm down with elbow bent at side.)
3. Provide child with objects of various sizes and textures to encourage turning. Holding a bottle horizontally, encourage child to turn cap to open.
4. Place a sock over the child's hand and encourage him to remove it. Have child grasp sock first with palm side of arm down and then with palm side of arm up.

Refinement: Provide child with objects to turn such as door knobs and wind up toys. Encourage forearm rotation in both directions.

Carryover: Draw a smiling face in child's hand. Have him rotate forearm of flexed arm (with other arm at side) to see smiling face.

Item: 12 **Category:** Hand Preference/Criterion

BEHAVIOR Demonstrates preference for dominant hand.

Methods: Identify which hand the child uses more frequently. When handing him an object, try to place it in that same hand.

1. Wrap the child's nonpreferred hand in ribbon or string, then have him unwind it with his preferred hand.
2. Place a sock on the nonpreferred hand and have the child work it off with the preferred hand.
3. Suspend a yarn ball or balloon on a string. Swing the object forward and have the child tap it with his preferred hand.
4. Have the child hand objects to you one at a time. Encourage the child to use the same hand consistently. If he does not use the same hand consistently, tie a ribbon around the preferred hand. Then have him use the hand with the ribbon. You may want to mark the hand with a sticker, water color, etc., encouraging him to use the "yellow" hand or the one with "snoopy" on it.

Remember that the child may lack distinct preference for either side of the midline with each side functioning equally. This bilateral hand movement precedes preference for one-handed movement. Child may be at a bilateral stage developmentally.

If child has not shown a preference for one hand after the age of four to five or if he shows an inability to cross the midline, see an occupational therapist or refer for a neurological evaluation. Also, attention should be given to children who use only one hand and do not use the other hand to any significant degree.

Refinement: Play catch. Try to get the child to throw consistently with one hand when attempting overhanded throws. Be sure the ball is small enough for the child to handle with one hand easily.

Carryover: Hold out toys (blocks, rings, bells, pegs) near child's preferred hand. Ask child to grasp them and to put them in a container. Point to preferred hand and say, "Use this hand."

Item: 13 **Category:** Building/Criterion

BEHAVIOR Imitates stacking tower with four cubes.

Methods:

Prerequisites for this behavior are: head and trunk control for sitting balance, (see Gross Motor, Item 1) eye-hand coordination, (see Fine Motor, Item 7, 8, 9) and arm and hand control (see Fine Motor, Item 6, 11).

1. Provide child with four blocks. Manually guide the child's hands in placing one block on top of another. Let the child stack two blocks without assistance, then guide him in the placement of the third block. Continue this procedure until the child can stack a tower of four blocks.
2. Have child stack blocks against a support, such as next to a wall or in the corner of a box. Gradually move the cubes from the support and have the child stack them without the support.
3. Give the child two cubes and have him put one on top of the other. Give him a third and have him place it on the other two. If he has difficulty, give him a slight tactile cue by guiding his hand. Give him the last cube and have him place it on the other three, providing guidance as necessary.
4. Give the child two blocks and have him put one on top of the other. Hand him a third and have him place it on the first two. Then hand him a fourth block and have him place it on the other three. Gradually reduce size of blocks.
5. Build a simple block structure (fence for toy animal, garage for a car). Have the child imitate your structure. As the child improves, gradually increase the number of blocks used in the structure.

Refinement: Give child six blocks to stack one at a time.

Carryover: Give child two to four blocks or boxes to stack and play with him while cooperatively stacking or building.

Have child stack unbreakable household objects such as pots, plastic plates, cups, etc.

Item: 13 **Category:** Building/Prerequisite[1]

BEHAVIOR Stacks one block on top of another.

Methods:

1. Have child stack concentric rings on a holder[1] Encourage child to graduate the size of the rings. Provide assistance as necessary.
2. Collect small boxes, such as matchboxes, bandaid containers, and tea boxes. Boxes should be small enough for the child to manipulate with two hands. Guide the child's hands in stacking. Give the child two small boxes, and you take two. Stack one on top of the other and have the child imitate.
3. Draw a four inch square so that the perimeter lines are 1/4" wide. Imitate putting a two inch block in the square. Encourage the child to repeat. Gradually reduce the size of the square so that the child is placing a two inch block in a two inch square.
4. Hold bottom block while guiding child's hand to stack his block on top of yours.

Refinement: Take the child's hand and help him place one block on top of another. Praise child and gradually remove assistance. Use larger wooden or cardboard blocks, cans, or other stacking objects.

Carryover: Build cooperatively with the child, taking turns stacking the blocks. Have child stack unbreakable household objects such as pots, plastic plates, cups, etc.

Item: 14 **Category:** Cutting/Criterion

BEHAVIOR Holds and cuts a three inch circle within 1/4" of line.

Methods: Head and trunk control for sitting, (see Gross Motor, Item 11); ability to grasp, (see Fine Motor, Item 4); open and close scissors, (see Fine Motor, Item 4); use of eyes and hands together, (see Fine Motor, Items 7, 8, 9); ability to bring hands to mid-line, (see Fine Motor, Item 3); and motor planning are all prerequisites for this behavior.

1. Have child cut along curved lines which are 1/4" wide. Hold the paper while child cuts. Repeat, assisting child in holding and turning the paper by placing hand over child's.

2. Draw a large circle which covers most of a square piece of paper. Have child cut off the corners to make a circle. Repeat with increasingly smaller circles.

Refinement: Provide child with simple line drawings to cut. Blacken the lines to aid child in cutting.

Carryover: Have child cut out a square by cutting toward a line from edge of paper and continuing on straight line to edge of paper on all four sides. Help the child turn the paper and plan where to cut.

Item: 14 **Category:** Cutting/Prerequisite[1]

BEHAVIOR

Holds scissors correctly and voluntarily opens and closes scissors.

Methods:

1. Give child the opportunity to cut, using both hands together to cut one inch strips of paper. This enables the child to experience success in cutting at an early stage.
2. Place child's fingers in scissors correctly (thumb in top loop, middle finger in bottom loop, index finger supporting below handle of scissors; or thumb in top loop and index finger in bottom loop).
3. If child has difficulty holding, opening, or closing scissors,use double-loop or grasp scissors (available commercially from Developmental Learning Materials).
4. Assist child in open-close movements. Sing a song using the words open and close while assisting the child.
5. Ask child to open and close scissors without assisting him. Encourage child to extend his finger to open the scissors and squeeze his finger to close scissors. Encourage child to listen for and create the sound of closing scissors.

Make sure child's wrist is in vertical position with thumb pointing up.

Use left handed scissors if child is left-handed.

Try loopless scissors if child has difficulty putting fingers through loops. These are available commercially.

Refinement: Ask child to open and close scissors along edge of paper to make a fringe.

Carryover: Have child practice touching thumb, index, and middle fingers together while you play "open-close-them" game.

Have child practice opening and closing salad tongs. Assist if necessary.

Item: 14 **Category:** Cutting/Prerequisite[2]

BEHAVIOR Snips or makes small cuts with scissors.

Methods:

1. Provide the child with objects which are manipulated like scissors, e.g. small hand stapler, sewing clippers, squeezable small sponges (without holes), salad tongs. Have the child open and close these items with thumb and finger tips.
2. With a pair of blunt scissors, show the child how they dangle on the fingers. Put the scissors on his fingers and imitate. Show the child how the scissors open and close. Place them on his fingers and manually help the child open and close the scissors. Have him work them by himself. This may require his using both hands if he has not yet developed the coordination to manipulate the scissors with just one hand. Key chains may be used to dangle on fingers.
3. Hold a paper strip, six inches long and 1/2" wide, and slide it between the scissors as the child opens and closes them. Encourage the child to cut the narrow strips with one cut as you hold the paper.
4. Tape strips to the edge of a box so that some of the paper extends over the edge. Have the child snip the strips.
5. Roll out soft clay into thin flat sheets. Have child snip the clay with scissors.
6. Demonstrate snipping paper to make a fringe. Have child imitate.

> Adaptive scissors and two-handed scissors are available commercially. (Developmental Learning Materials)

Refinement: Have child hold paper and cut a fringe on all sides of the paper. Encourage child to stop at a given point on the paper indicated by a heavy black line or piece pf masking tape.

Carryover: Play "open them-close them" scissor games.

Item: 14 **Category:** Cutting/Prerequisite[3]

BEHAVIOR Cut along a curved line 1/4" wide.

Methods:
1. Draw curved 1/4" to 1/2" road on a sheet of construction paper leading to picture of the child's favorite animal or person. Have the child trace his finger along the curved lines before cutting.
2. Place pieces of tape along the sides of the road, encouraging child to stay "inside" the walls of the road.
3. Encourage child to cut to the picture, assisting him in turning the paper with other hand, as needed.

Refinement: Outline simple shaped pictures in magazines/newspapers with magic markers. Encourage child to cut these out. Paste on poster board.

Carryover: Draw curved lines on various types of paper and fabric (sandpaper, wrapping paper, fabric scraps) for child to cut.

Item: 14 **Category:** Cutting/Criterion[4]

BEHAVIOR

Cuts along a 1/4" staight line which is four inches long.

Methods:

1. Using training scissors, place child's fingers in proper position and yours around his. Say, "Open," "Shut," as you cut.
2. Hold in front of child a narrow piece of paper wide enough for two cuts. Guide the child's hand in opening and closing the scissors with two consecutive movements, moving scissors up on paper when they are open. Two-handed double-loop scissors are recommended.
3. Make "paths" with masking tape for child to cut along. Place two four inch pieces of tape parallel - 1/4" to 1 1/2" apart on sheet of construction paper. Place a sticker or star at the end of the path. Encourage child to "catch" the animal or star by cutting between the pieces of tape. Gradually reduce distance between the pieces of tape. If necessary, guide child's hand in holding the paper while cutting.
4. Guide child's hand in holding the paper while cutting. Encourage child to make consecutive cuts along the line.
5. As child becomes more proficient in cutting skills, vary the weight of the paper used. Gradually encourage child to cut on lightweight paper such as looseleaf and newsprint.

Refinement: Provide child with lines on paper which are connected by 120° angles. Encourage child to turn paper while cutting. Gradually reduce angle to 90° and then 30°.

Carryover: Ask child to cut along heavy lines in newsprint saying "Open, close, open, move scissors up, close, open," etc. Assist child to hold paper with assisting hand.

Item: 15 **Category:** Drawing/Criterion

BEHAVIOR Copies shapes such as a circle, square, triangle.

Methods:

Prerequisites for this behavior are: head and trunk control for sitting, (see Gross Motor, Item 11); eye-hand coordination, (see Fine Motor, Items 7,8,9); visual-motor perception, ability to follow directions, starting and stopping, (see Communication, items 3, 11); and pencil grasp with preferred hand (see Fine Motor, Item 12).

1. Show the child a circle you have drawn on tissue paper. Have the child draw a circle. Place the circle drawn over your circle. Show the child how the circles are similar. If the child's drawing is different than yours, point out the differences by running the child's finger along your drawing which shows through the tissue paper. Repeat method, drawing a square.
2. Show the child a drawing of a simple stroke, such as a vertical or horizontal line. Have child trace over the line with his finger and then with a drawing tool or paint brush.
3. Provide child with a drawing of a shape and have child copy it on a blackboard or in sand. Have child draw circles in counterclockwise patterns.
4. Have child practice making circular strokes by stirring. This activity could be integrated into snack time.

Refinement: Give child a drawing of two different size shapes and have him copy the shape. Encourage child to use shapes in drawing pictures which include a house, people, sun, etc.

Have child copy shapes such as diamond or oval.

Carryover: Encourage child to draw objects which are similar to a circle, such as a clock.

Item: 15 **Category:** Drawing/Prerequisite[1]

BEHAVIOR Imitates scribble.

Methods:

1. Push child's fingers through finger paint made from yogurt, pudding, or oatmeal. Take the child's hand and first touch the material and gradually move his fingers through the material. Encourage child to imitate the movements.
2. Guide the child's hand in holding a crayon or magic marker. Encourage child to scribble on the paper by moving his hand in a circle, forward and backward, up and down.
3. Guide child's hand to scribble along a 1/2" track depressed into wood or heavy cardboard.
4. Have child move crayon from one point to another. Stickers could be used to identify points.

Refinement: Have child imitate making single strokes, lifting the drawing tool, and repeating. Have child try independently.

Carryover: Encourage child to draw in sand, using his index finger.

Item: 15 **Category:** Drawing/Prerequisite^2

BEHAVIOR Imitates | (vertical line), and V.

Methods:

1. Demonstrate making vertical, horizontal, and then V strokes on a mirror or piece of paper. Encourage the child to make the strokes without assistance.
2. Tape paper to a piece of widely corrugated cardboard. Demonstrate drawing within the groove and have child repeat. Use finger paint, magic markers, or crayons.
3. Cut a template from heavy cardboard or plywood. (Figure cut into template should be 1/2" wide and six inches long). Attach template to a piece of paper and have child make strokes, using template as a guide.
4. Have child make strokes by connecting dots or by drawing between heavy black lines or on ridged paper. (Ridged paper can be obtained commercially or made with glue, sand, or yarn.) Repeat and decrease distance between lines.
5. Have child trace or draw over the lines. Encourage child to first use his finger and then a drawing tool.
6. With a magic marker, make a stroke, then guide the child's hand. Make another stroke and encourage the child to imitate.

Refinement: Provide child with a picture or drawing of the stroke and have him copy the stroke. Guide child's hand in the direction of the stroke if necessary.

Carryover: Put paper cutouts on floor to form a track. Have child push a toy car on a straight and angled track.

Item: 15 **Category:** Drawing/Prerequisite[3]

BEHAVIOR Imitates drawing shapes such as circles, squares, triangles, and rectangles.

Methods:

1. Have child draw shapes with the aid of excised templates constructed from cardboard or wood. Guide child's finger along the template. Then repeat with a drawing tool.
2. Have child trace from templates. Provide assistance by holding the template or guiding the child's hand. For motivation, allow child to remove template and color inside boudaries.
3. Draw shapes with chalk on a blackboard or paint on paper attached to an easel. Demonstrate drawing the shape and then have child repeat.
4. Form circle on blackboard with plastic tape. Give child paintbrush and water to trace circle. Use large circles and gradually reduce to smaller ones.
5. Draw shape on tagboard covered with clear contact paper. Use crayons to trace over. Wipe clean.
6. Make a one inch thick line to trace and gradually reduce line to crayon-size.

Refinement: Show child simple picture drawing of shape and ask him to copy shape.

Carryover: Provide a wide paintbrush and a bucket of water. Encourage child to paint over shapes drawn with chalk on the sidewalk.

COMMUNICATION RESOURCE UNIT

A speech and language pathologist should be consulted when a child exhibits questionable reactions to the stimulation of the following behaviors.

Format of Communication Unit

This unit has been divided into sections which reflect the three major stages in a child's communicative development. These stages have been further subdivided into receptive and expressive competencies. A reference sheet which lists the major headings is located at the beginning of each stage. In this section, receptive skills will be defined in terms of overt discriminative responses which includes performing, following, identifying, recognizing, and manipulating.

Expressive skills will be defined in terms of verbal speech and oral language production. Receptive and expressive behaviors represent an interaction of language use, content, and form, but are not further subdivided in the competency sections so that an integrated view of language development can be preserved. Please refer to the Narrative Section or Communication development to examine these language components more closely.

The following is an outline of Stage I.

A. Phonemic and Paralinguistic Comprehension
B. Pre-Expression

An Overview

Receptive Skills

1. responds to different consonants, vowels, and pitch
2. responds to different voice feature contrasts (i.e., familiar vs. unfamilair, friendly vs. angry, male vs. female)
3. responds to intonation pattern of voice
4. responds to both sound and intonation features
5. responds to ritualized requests

Pre-Expressive Skills

1. cries
2. fussing vocalization
3. may vocally imitate an intonation pattern
4. babbles
5. imitates sounds and syllables
6. vocal play
7. jargon speech

Item: 1 **Category:** Responds to Sounds/Criterion

BEHAVIOR Turns head deliberately and accurately toward speaker or source of sound.

Methods:

The localization response of a child changes with the child's maturation. Prior to the developmental level of approximately four months, the child's response to sound is most identifiable via eye widening, cessation of activity, and changes in respiration. From the four-month level to the seven-month level, the child will demonstrate a lateral head turn to either side. From approximately 7-12 months, the child will respond via a two-step movement of lateral head turns and then either up or down movement, depending on the position of the auditory stimulus. It is only with increasing maturation and development that the child is able to make a direct localization of the stimulus.

1. Speak directly to the child or make other sounds. Turn the child's head toward your face or toward the sound-maker if she does not do so.

2. Play with a variety of sound-making toys and show them to the child so she associates the sound with the source. Then make the sound when the toy is out of the child's visual range.

3. Rock and cuddle the child in a rocking chair. Stop action and have another adult sing loudly at the side of rocker.

4. Follow Method #3 without rocking.

5. As the child turns her head or makes any response to a speaker or source of sound, the teacher should comment on what the child is turning to, e.g. "There's the bell."

If a child consistently does not respond to sounds, a speech and language therapist and audiologist should be consulted to determine if the child has a hearing impairment.

Refinement: Call the child's name when you enter her room before she sees you. Reward her when she turns toward you by smiling, hugging, or kissing.

Ring a bell or shake a noisemaker from different parts of the room, being careful to stay out of her range of vision. Reward her when she locates the sound by smiling or hugging her.

Watch to see if the child turns her head to locate household sounds, such as the radio, T.V., telephone, or knocking at door.

Item: 1 **Category:** Responds to Sounds/Prerequisite[1]

BEHAVIOR

Responds to sounds, rattle, or bell, by frowning, or by increasing or decreasing activity.

Methods:

The intensity of the eliciting stimulus also changes with the child's developmental level. Younger, less mature children require louder sounds to elicit a response. With increasing maturation, the intensity of the eliciting sounds decreases. For very specific information, the reader is referred to Northern and Downs, Hearing in Children.

1. Ring a bell or shake a rattle above or behind the baby's head, being sure to keep the noisemaker out of her range of vision. Watch for an increase in body and eye movement or a cessation of activity. Produce the sound quietly at first. A startle response is a primitive response to sound, but should not be encouraged.
2. Use a number of noisemakers or musical instruments to encourage the child to respond to a number of sounds. The child may have a preference for a particular sound. Use the sounds that she shows a preference for and later introduce new sounds.
3. Talk to the child when you first enter a room before she sees you. Watch for an increase in body and eye movement or a cessation of activity.
4. Some children may show a preference for visual stimuli over auditory stimuli. As a beginning step, pair the two. Attract the child's attention to the sight of the rattle or bell and then make a sound. Gradually present the sound out of the child's visual range and note responses to sound.

Refinement: Follow Methods 1-4, varying the intensity of the sound gradually until there is no response from the child. Start with the loudest sound.

Carryover: Have an adult ring doorbell - observe the child's response - observe the child's response once the door is opened and an adult appears. Also use other bells within the home. When speaking to the child, turn her head to directly face you. Encourage her to look at your eyes and mouth when you speak.

Item: 1 **Category:** Responds to Sounds/Prerequisite[2]

BEHAVIOR

Responds to voice by turning head, vocalizing, ceasing activity, or making facial expressions.

Methods:

1. Speak softly to the child while holding and cuddling her to associate voice with comforting activities.
2. When approaching the child, speak to her before entering her visual field so the child learns to anticipate your appearance by hearing your voice.
3. Approach the child from a direction where the child cannot see you. Speak to the child and observe whether she displays any behaviors indicative of response to your voice.
4. Vary the pitch, loudness, and intonation pattern used. Sing or hum to the child.

Refinement: Have other family members/staff use the above procedures and observe responses to their voices.

Carryover: Speak softly to the child with your face very close to her, during caregiving activities. Carefully observe responses.

Item: 3 **Category:** Prespeech Vocalization/Criterion

BEHAVIOR Babbles a series of three to four single syllables.

Methods: The prerequisites of head control, considerable activity, and proper body alignment will facilitate appropriate breathing patterns for sound production.

1. During routine care activities, hold your face 10 to 12 inches from the child and smile and vocalize. Encourage the child to produce sounds and reinforce with pats and hugs when she does so.
2. When child produces a sound, repeat the sound back to her and wait for her to make another sound. There will often be a delay of 5-35 seconds between your sounds and the child's responses.
3. Use a wide variety of sounds in interactions with the child. Do not expect imitation of the exact sound you produced, but only sound production in response to your sounds.
4. Hum and sing to the child producing sounds such as "mmm" and "la, la, la, la, la." Encourage the child to respond with any sound.
5. Exaggerate the pitch and inflection patterns in the syllables you produce to maintain the child's attention. Vary the loudness as well.
6. Wait until the child has finished babbling, and then respond as if real words were used. For example, "You don't want the rattle?...Don't be angry with me!" This teaches the child that speaking (babbling) means you talk with someone.

Refinement: Use words such as "oh-oh," "all gone," and "bye-bye" with exaggerated pitch changes and encourage the baby to imitate.

Sing and say nursery rhymes to the baby with exaggerated rhythm. Encourage her to vocalize.

When babbling to or talking to the baby, use exaggerated pitch patterns and reward her with a smile or kiss when she talks back.

Item: 3 **Category:** Pre-speech Vocalization/Prerequisite[1]

BEHAVIOR Vocalizes dissatisfaction through crying.

Methods:

> The child's earliest communicated messages are transmitted via the cry or comfort sounds produced by the infant. These productions are reflective of internal states. Crying or comfort sounds cannot be taught. However, they must be recognized and responded to by the caretaker, as they, in addition to satisfying basic needs, are the first indication of the infant's control of the environment. This is the beginning of communication.

1. Respond to the cries and comfort sounds of the child. Responses can take a variety of forms such as feeding, diapering, consoling, etc. accompanied by verbal comments about any source of discomfort. Verbalization by the caretaker reflecting the internal state of the child is positive as both a language stimulation technique and as a facilitator of bonding.
2. Massage the child in prone position with lotion. If the child does not respond with sounds, place the child in an upright position, (e.g. corner chair, standing table, lap, etc.) and continue with the massage. Massage total body if possible.
3. Repeat Method #2, massaging only when the child responds with sound.

Refinement: Listen for subtle differences between the child's cries. This will aid the caregiver in responding to the child's specific need.

Carryover: Throughout the daily schedule, observe the child's vocal cues. Respond immediately. Then stop and wait for vocal response. Continue responding to the child's need.

Item: 3 **Category:** Prespeech Vocalization/Prerequisite[2]

BEHAVIOR

Vocalizes other than crying.

Methods:

1. Among the child's first vocalizations are cooing or comfort sounds produced when the child is relaxed and her needs have been met. After feeding and diapering the child, either hold her or lay her in a supine position. The child should unintentionally produce soft sounds as a result of the breath stream passing through relaxed vocal cords. Reinforce with stroking, kisses, and repeating sounds back to the child.

2. To stimulate sound production, press gently on the child's diaphragm. Reinforce any sound produced.

3. When the child is not wrapped in a blanket, place her on her back on a mat. Talk to the child, sing, tickle her, stimulate with different textures, and encourage her to move her extremities. Sound production often occurs when the child is moving in some fashion. Reinforce any sound production.

4. Once Method #3 has been initiated and accomplished, encourage the child to roll over onto her stomach. Initiate tickling and singing again. Reinforce only sound production which does not resemble crying (e.g. "ahhh").

> The child may be aided in rolling over by straightening the arm which the child's trunk would otherwise cover and by gently tugging on the opposite leg in the direction of the roll.

Refinement: Continue Methods #1-4, encouraging the infant to make sounds and repeating sounds back to her.

Carryover: Throughout daily interactions, talk with the child, encourage her to make sounds by placing her in facilitative positions. Reinforce any sounds the child produces.

Item: 3 **Category:** Prespeech Vocalization/Prerequisite[3]

BEHAVIOR

Vocalizes single vowel-like sounds in response to human face and speech.

Methods: The sitting, prone, and side lying positions encourage respiration patterns required for speech. Tongue and jaw movements used in eating, and swallowing pureed and textured baby foods encourage the oral-motor control required for speech. Focus on these goals concurrently with sound production goals.

1. In interactions with the child, model the production of a wide variety of vowel sounds. Make single syllables repeated several times rather than a series of different syllables. Vary length, pitch, and intonation patterns of your sounds to maintain child's interest.
2. Practice during physical activities with the child, as sound production is more likely during gross motor movement.

Refinement: When the child does produce some single vowel sounds in response to close facial proximity, move further away from the child.

Carryover: Allow the child to explore orally objects that stimulate tongue movement and the production of a greater variety of vowel sounds. Greater differentiation of vowel sounds is a result of the tongue control developed by the infant through feeding and mouthing objects.

Item: 3 **Category:** Prespeech Vocalization/Prerequisite[4]

BEHAVIOR Vocalizes consonant/vowel syllables (e.g. ba, ma, ga).

Methods: Children usually produce sounds such as "b" and "m" first, as they are most visible and are closely associated with the lip action used in feeding. Practice these sounds first.

1. Stimulate the child throughout the day by modeling the syllables for the child. Listen to the child's vocal play and note syllables that are produced spontaneously.
2. Position child so that she is directly facing you. Exaggerate the lip posture as you produce the syllable. Repeat the syllable several times. When the child responds, reinforce her. Initially reinforce any sound productions. Then reinforce only closer approximations of the target sound.
3. Reinforce production of all consonant-vowel syllables, as the child begins to vary the sounds first produced.
4. Vocal play is often a self-reinforcing behavior. Allow the child opportunities to engage in it uninterrupted. Some children may stop if repeatedly interrupted.

Refinement: The next sounds to target should be "k" and "g", which are associated with feeding movements.

Carryover: When feeding, model the "m" sound and encourage the child to imitate. The lip posture used in getting food from the spoon is the same as that for producing "m."

Item: 3 **Category:** Prespeech Vocalization/Prerequisite[5]

BEHAVIOR

Engages in vocal routine with adult; responds to speech with vocalization.

Methods:

1. During interactions with the child, reinforce sounds that she makes by repeating the same sounds back to her. Allow a brief delay for the child to respond. Then encourage her to produce some sound. The intent is not to have the child imitate, but to respond to speech with vocalization.
2. Make pleasurable sounds when dressing, feeding, and bathing the baby and encourage her to make sounds of any type.
3. Sing or hum to the child in simple sounds, such as, "mmmm" or "lalalala." Encourage her to make any type of sounds.
4. Use Methods #1, 2, and 3 several times. Cuddle the child after each vocalization whether it is immediately after your sound or not. Then gradually cuddle only after appropriate sounds (immediately after your sound). If the child does not continue to respond, go back to cuddling after any response and gradually decrease to cuddling for responses which are immediately after your vocalization.

Refinement: Give (or hold for) the child a noisemaker (rattle, bell, music box). Vocalize yourself. Reward her when she makes any sound by patting, smiling, talking, or giving the particular toy or object.

Carryover: Follow Methods #1-4 using various adults in the household: mother, father, etc.

Item: 2 **Category:** Gestural Response to Commands/Criterion

BEHAVIOR

Shows recognition of familiar commands by behavioral response.

Methods: Target responses may be "hi," "bye-bye," "pat-a-cake," "peek-a-boo."

1. When the child is seated or lying in crib, extend your arms and say, "Up." Lift the child's arms and repeat, "Up, do you want to come up?" Then lift the child. Gradually only tap arms and then lift.
2. When the child is seated and makes a slight movement of her arm say, "Up" and immediately lift the child. Gradually say the verbal cue and lift the child only after the child has made a more specific gesture with her arms.
3. When the child indicates that she wants to be lifted, throw your arms up and say, "Up."
4. When the child indicates that she wants to be lifted require that she extend her arms. Use, "Show me up" as a cue or say, "Up?" with question intonation pattern.

Refinement: Use only the verbal cue "up" before extending your arms to teach the child to respond to the word.

Carryover: Any time the child is picked up, extend arms and ask, "Up?" to familiarize the child with your gesture.

Item: 2 **Category:** Gestural Response to Commands/Prerequisite[1]

BEHAVIOR Turns head or stops activity when name is called.

Methods: 1. Call the child's name each time you enter her room or when you want her atention. Reward her when she turns her head toward you. (By cuddling, turning on light, picking her up.)

2. Use a mirror and ask, "Where's (child's name)?...there's (child's name)" while pointing to the child. Encourage her to point to herself.

Refinement: Use a puppet to talk to the child, calling her name often as further motivation for the child to imitate her name.

Use a name similar in the number of syllables to the child's. Call that name. If the child responds, do not reinforce. Reinforce only a response to her own name.

Carryover: Use the child's name when naming body parts during bathtime. Encourage the child to imitate.

Item: 2 **Category:** Gestural Response to Commands/Prerequisite[2]

BEHAVIOR Stops activity or withdraws when told, "No."

Methods:

1. Say the word "no" firmly and with feeling when undesirable behavior or dangerous situations occur. Stop the child from continuing her activity. Remove the child from the undesirable situation while saying, "No." Shake your head as you say, "No," and interrupt her behavior.
2. Upon completing an activity i.e., block building, instruct the child to "stop" and begin to "clean up". If the child reaches for another toy say "no" firmly and remove the toy.

> NOTE: Praise the child when she responds to, "No." Initial response to, "No" may be a response to the inflectional pattern (firmly and intensely stated). As "no" situations present themselves, vary the inflection to assure that the child is responding to the word and not just inflection pattern.
>
> To avoid confusion it is important that you are consistent with objects or actions that you use to interrupt the child.

Refinement: Each time you say, "No" as a warning, as a denial, or as "No, thank you," shake your head as well. Encourage her to imitate.

Ask the child what she wants. Offer her choices of foods or toys. When she turns her head or pushes something away, establish eye contact with her and say, "No, you don't want it?" and shake your head.

When the child begins to shake her head no, she will do it many times. You will have to establish the ground rules for her choices. She may have choices for several things during the day, but you will also encourage her to do something she may say, "No" to.

Item: 2 **Category:** Gestural Response to Commands/Prerequisite[3]

BEHAVIOR Waves hand in response to "bye-bye" or "hi."

Methods:

1. Use "bye-bye" as a cue that the child or others are leaving. Physically guide the child to wave her hand.
2. Say, 'Bye-bye" and model waving for the child. Encourage child to imitate. Physically guide her if she does not respond.
3. Say, "Bye-bye" and wait for response. If there is no response model the response (wave). Continue verbalization and modeling until appropriate response occurs. (Intermittently continue modeling.)
4. Use Methods #1-3, using the verbal cue "hi."

> To encourage understanding of "bye-bye" and "hi", practice these during real situations, i.e., when children arrive or leave the program or when visiting the child in her home.

Refinement: Vary verbal cues and gestures using Methods #1-4.

Carryover: As family members leave the home, encourage the child to respond by waving her hand and saying, "Bye-bye" as the member leaving models the activity.

Item: 2 **Category:** Gestural Response to Commands/Prerequisite[4]

BEHAVIOR Claps hands in response to "pat-a-cake."

Methods:

1. Say, "Pat-a-cake" with the child while you are holding the child's hand. Then reverse the activity by having the child hold your hands while you are clapping. Stop the clapping and have the child gesture by pushing your hands together again to start the motion.
2. Say, "Pat-a-cake" for the child several times a day, using only one gesture (such as the clapping one). Say it with emphasized rhythm. Begin manipulating the child's hands through the clapping.
3. Say, "Pat-a-cake" and model the behavior. Wait for response. Manipulate the child's hands if desired behavior has not occurred. Only give verbal cue and model during following trials.
4. After the child is familiar with the game, say, "Pat-a-cake" and note whether she begins the clapping when hearing the name of the game and not seeing the gestures.

Refinement: Add other movements, such as rolling and patting to the "pat-a-cake" activity.

Carryover: Use Methods #1-4 with gestures which are familiar to household members, e.g. "Give me five," thumbs-up (Fonz), "Indian" call (hand to mouth).

Item: 2 **Category:** Gestural Response to Commands/Prerequisite[5]

BEHAVIOR Covers eyes in response to "peek-a-boo."

Methods:

1. Demonstrate playing "peek-a-boo" with the child. Cover her eyes with your hands and then remove them.
2. Cover the child's eyes with one of your hands. Use your other hand to guide the child in removing your hand from her eyes.
3. Say, "Peek" and guide the child's hands to cover her own eyes. Remove her hands and say, "Boo."
4. Say, "Show me peek-a-boo" and wait to see if the child responds by covering her eyes. Model and then physically prompt if the child does not respond.

Refinement: Play "peek-a-boo" in front of a mirror. Put a cloth over the mirror and have the child remove cloth from mirror to see herself.

Carryover: Use "peek-a-boo" when taking off pullover shirts. Say, "Peek-a-boo" when the child's face is covered and then remove the shirt.

Item: 2 **Category:** Gestural Response to Commands/Prequisite[6]

BEHAVIOR Holds out object in response to, "Give me."

Methods: Early in the developmental process, the child may extend the object but not release it.

1. Have the child become familiar with an object (ball). Ask the child, "Where is your ball?" Immediately place your hand(s) over the child's hand(s) and raise the ball. Say, "Here is your ball."
2. When she is holding a ball, ask the child, "Where is your ball?" If she looks at it, raises it, or hands it to you, say "Good girl." If not, point to it and say, "Here it is; here is your ball."
3. When the toy is nearby, ask the child, "Where is your teddy bear?" If she looks or points to it, say, "Good girl." If she does not, get the toy and say, "Here it is; here is the teddy bear."
4. Ask the child to show you one toy from a choice of two or three. Reward her for correct answers.

Refinement: Ask the child to walk over and hold out an object in response to, "Give me." Then tell the child to take the object back. (Combination of two commands.) Use clear gestures to help the child understand what you want.

Carryover: Have the child give you a piece of the snack the child is eating or a toy she is playing with.

Have the child fetch household items from the room such as shoes, diaper, or baby powder.

Item: 4 **Category:** Vocal Imitation/Criterion

BEHAVIOR

Imitates new words with minimal distortion.

Methods:

1. Continually provide the child with names of common objects. Select one or two objects per week as target words to be especially stressed by adults and family members. Select words from objects or activities that interest the child.

2. Provide a spoken model for the child to imitate. Isolate single words from a short sentence, i.e. "It's a baby." pause, "baby", pause. Be attentive and positive towards any attempts at verbal imitation. Reinforce child's approximation by repeating the word correctly.

3. Give the child frequent oportunities to be in the company of children her age or slightly older. She may imitate their speech.

Understanding and producing words is a gradual, complex process. See narrative section for additional information.

Monitor your style of talking to the child. Get on her level. Maintain eye contact. Speak in short sentences using a relaxed rate of speech.

Pause frequently to give the child time to process and react to spoken information.

Refinement: Using common household objects, hold one up and ask the child what it is. Provide the name of the object if she does not respond correctly and ask her to repeat the named object.

Carryover: During a new sensory experience (splashing in a pool or bathtub), state a target word associated with the activity (splash, water). Wait for the child's response.

Encourage the child to watch you during housekeeping activities. Describe what you are doing and single out the names of the tools you are using (iron, dust cloth, broom, silverware, hammer). Encourage the child to repeat the words.

Encourage the child to help you do routine chores, such as setting the dishes on the table or baking a cake. Again, describe what you are doing and name the object (spoon, bowl, cake, oven, timer, plates). Encourage the child to repeat the words.

Item: 4 **Category:** Vocal Imitation/Prerequisite[1]

BEHAVIOR Imitates vowel sounds.

Methods: Differentiation of vowel production is influenced by tongue position as well as by lip posture, the open/closed position of the mouth, and body position.

1. Say a vowel sound to the child. Exaggerate facial expression and inflection patterns. Initially reinforce successful approximations.

2. Say the sound to the child. Exaggerate facial expression and inflection patterns of the sound "ohhh" as the child is cradling a baby doll. Model. Reinforce appropriate response.

3. Record a vowel sound using your voice on tape. Play sound back to the child. Allow a time span (approximately 5-35 seconds) for the child's response. Repeat the playback again. Immediately record any response from the child. Play the child's response back to her. Wait for response.

4. Either choose one vowel sound to imitate or choose two which have significant contrasts, such as "e" and "o". As the child gains proficiency, similar sounding pairs can be used.

Refinement: Alternate two to three vowel sounds for the child to imitate. Increase the number of vowel sounds as the child becomes proficient.

Carryover: Encourage oral exploration of appropriate toys and objects. Increased control and movement of tongue influences the variety of vowel sounds a child can produce.

Item: 4 **Category:** Vocal Imitation/Prerequisite[2]

BEHAVIOR Imitates consonant-vowel combinations.

Methods:

1. Position the child close to you. Sing consonant-vowel combinations to her.
2. Say sounds such as ba-ba-ba and wait for the child to imitate your sound production.
3. Blow bubbles in front of the child. Each time say "Ba-ba" and then blow the bubble. Repeat several times. Say, "Ba-ba" and wait for verbal response before blowing the bubbles.
4. Use technique with a variety of consonant-vowel combinations.

Refinement: As consistency of imitating consonant-vowel combinations improves, vary the combinations (ba-ba, ma-ma, ba-ba).

Carryover: Determine a time of day when the child appears alert and more vocal. Create bubble mixture from diluted dishwashing soap or use commercial bubble mixture. Follow Methods #1-4.

Item: 4 **Category:** Vocal Imitation/Prerequisite^3

BEHAVIOR Imitates coughs, tongue clicks, lip smacks.

Methods:

1. Place honey on the child's lips. Position the child in front of you, and make the appropriate gesture (smacking lips). Wait for the child's response.
2. Position the child in front of you. Get her to look at you and make one of the sounds several times. Wait for her to imitate you and then make the sound again. Reward the child with a smile or "good baby" if she attempts to imitate you.
3. When the child does imitate a sound several times, switch sounds and encourage her to make the new sound.
4. Reinforce successive approximations of the target sound. Expect increased accuracy of imitation over time.

For a severely physically involved child: Place a dried fruit strip along the inside of child's mouth to the back molars while holding onto other end of strip. Pressure from the strip on back molars should encourage back-chewing motions. This motion will aid in encouraging movements used in speech although caution should be taken with those children who will gag as a result of the stimulus.

Refinement: Since increased accuracy of two imitations has been accomplished (lipsmacks, tongue clicks), alternate the target sound from one imitation to the other. Add a third target sound after several successes.

Carryover: During snack time, make nonspeech sounds which resemble the child's eating motion. When the child has finished the major portion of the snack, wait to give the remaining pieces of food. Make the nonspeech sounds and encourage to imitate.

Item: 4 **Category:** Vocal Imitation/Prerequisite[4]

BEHAVIOR Imitates two or more syllables.

Methods:

1. Imitate the child's vocalizations as exactly as you can. Praise her when she repeats them. Play an echo game.
2. Direct the child's attention toward your face. Say a consonant-vowel combination several times (ma-ma-ma or da-da-da). Encourage the child to imitate. Repeat.
3. Switch from one combination to another after an immediate imitation.
4. Encourage the child to watch your mouth while you are talking to her. Repeat same movements many times.

> It is often difficult for the severely involved child to achieve the sophisticated oral movements and respiratory control necessary for consonant-vowel productions. In such cases, the child should be rewarded for all attempts at making sounds.

Refinement: After successfully using Methods #1-4, encourage the child to imitate combinations of consonant-vowel combinations which vary in sequence. (ma-ga, ba-da-ba).

Carryover: When the child begins to awaken in morning, hum or sing a song. Then proceed with Methods #1-4.

Stage 2

A. Semantic - Lexical Comprehension

B. Single-word Expression
Transition-to-Grammar Expression
Two-Three Word Grammatical Expression

In this stage, single words are paired with meaning.

Later in this stage, communication becomes more sophisticated as two-three words are used. Relationship between words also develops during Stage 2.

An Overview:

Receptive Skills

1. Responds to gestalt of a situation - contact, gestures, intonation, phonomic cues - rather than comprehending a specific structure.
2. Responds by identifying specific vocabulary items with no supporting cues: especially known persons, small objects, pets, food, toys (first words comprehended are nouns or other words used as labels).
3. Responds to an entire offerance on the basis of one key word, i.e., simple directions.
4. Understands that an animate entity is an actor or agent.

Expressive Skills

1. Uses single word, serving a wide range of functions and meanings; word means what it does.
    a. labels objects and actions (nouns, verbs)
    b. uses functional forms to describe a relationship that applies to object/action words (power words: "more, all gone," etc.)
2. Combines words without regard to the rules of word order: first combines successive single words, then combines two words according to consistent rules.
3. Uses highly immediate and concrete words in two and three-word utterances.
    a. utterances include high-information words, such as nouns, verbs,
    b. smaller function words (articles, auxiliaries) have not yet been added.
4. Uses the form of a simple sentence.
5. Expresses many semantic relations, i.e. agent and action, action and object, etc.

Item: 5 **Category:** Behavioral response to sounds and events/Criterion

BEHAVIOR

Demonstrates understanding of familiar environmental sound through actions on four of five trials.

Methods:

1. Provide opportunity when the child is in the next room as the doorbell rings. Take the child's hand and lead the child to the door as you are talking about the doorbell ringing.
2. Have someone ring the bell. Encourage the child to go to the door by pushing the child slightly. Follow the child and redirect her locomotion as necessary. Gradually decrease assistance.
3. Follow Methods #1 and 2, using a knocking sound.
4. Follow Methods #1 and 2, using the sound of car pulling up to area.
5. Follow Methods #1 and #2, using the sound of a ringing telephone.
6. Allow the child to experiment with turning radio or TV on and off. Stress cause-effect nature of occurance.

For a severely physically handicapped child: observe the child's responses of eye widening, head nodding, or mouth movements when familiar environmental sound is initiated.

Refinement: Encourage the child to put arms out on presentation of coat.

Carryover: When a dog outside the house barks, observe the child's response. Urge the child to go to the door.

The buzzer on a stove would provide another opportunity for the child to listen to environmental sounds.

Item: 5 **Category:** Behavioral response to sounds and events/Prerequisite[1]

BEHAVIOR

Demonstrates understanding of familiar activities through actions.

Methods:

1. Provide opportunity for the child to be involved in household chores, routine, and preparations so she becomes familiar with the associated sounds.
2. Label objects used in activities.
3. Encourage response from the child, such as waving bye-bye when a coat is put on or coming into the kitchen when she hears chair being moved.
4. The child's behavioral responses can be cued by routine activities in her environment. For example, if a parent comes to pick the child up from school, the parent's arrival should signal the child to get her coat. Explain to the child that the parent is here and she should get her coat. The next time, wait to see if the child will respond before prompting her.

Providing a predictable routine for the child may help in structuring language learning experiences.

Refinement: Follow Method #4, allowing the child to see the approaching car through the window. Wait to see if the child responds to the car (more discriminating behavioral response).

Carryover: Prior to scheduled times for brushing teeth, set out the toothpaste and toothbrush. Explain to the child that it is time to brush her teeth. The next time, wait to see if the child will motion with the toothbrush before prompting her.

Item: 6 **Category:** Comprehension of Single-Words/Criterion

BEHAVIOR Understands about 50 single words

Methods: It is important to development of comprehension that words are used in meaningful situations, i.e., mealtime - "cup", playtime - "truck".

1. In the course of daily events, look for the child's behavioral response to familiar vocabulary words used in appropriate situations. Such responses are individual to a particular child and may include turning eyes toward the named object, reaching for object or person, general excitement or cessation of activity, or increased attention. This recognition can be rewarded and strengthened in several ways.

   a. Give the child the named object to handle.

   b. Move the child closer to the named object or event to get a better look.

   c. Repeat a fun activity or movement with the child.

   d. Remark on the child's understanding of the word, i.e. "That's right. There's Susie's cup."

2. Use gestures to help the child focus in on particular words and actions. Play up facial expressions and voice inflections to emphasize key words

Refinement: These procedures can be used with manipulative toys, too. A ball could be used and the adult could say, "Ball" and roll it to the child. Any of the Fisher-Price toys or Weebles sets which are recognizable to the child may be used. Let the child have a multi-piece setup (like a toy barn) and tell her to point to items which you name by saying, "Cow" and taking the cow. When she reaches for an animal or toy say, "Do you want the cow?"

During mealtime, as the child points or reaches for food, model the name of the word for her, i.e. "Milk. You want the milk?"

Item: 6 **Category:** Single-Word Utterances/Prerequisite[1]

BEHAVIOR Identifies objects, people, pets, foods, and toys.

Methods: The specific content of vocabulary to be used should be determined through examination of the child's environment and particular interests. For aid in determining vocabulary content, see the Child Development Section specifically.

Target vocabulary should be things that move or change or things the child can act on and are also motivating.

1. Show the child familiar objects, i.e., child's own toys, or photographs of toys. Ask the child to identify items as you name them.
2. When family members are around, point to or ask where is Mommy.
3. Show the child pictures of the family. Have her point out specified family members.
4. In play with the child, frequently model the names of favorite toys. During other daily routines, name favorite or common foods and the names of family members. Have the child identify items as you name them.

Note: Many children will use nicknames for relatives. Positively reinforce the child by accepting these names.

Refinement: Put objects where the child can see them around the room and tell her to, "Find the _______," or "Bring me the _______."

Use small objects and place them under nesting cups in nesting eggs, in small bags, a lock box, or little boxes. Have the child tell you what she finds in each one. Put a treat in a container and tell the child she can have it if she names the treat. If she can't name it, model the name for her and have her repeat.

Carryover: Model single-word utterances for the child throughout daily routines.

Item: 6 **Category:** Comprehension of Single-Word Utterances/Prerequisite[2]

BEHAVIOR

Understands function words by responding to: no, more, all gone, all done, there, this, that.

Methods:

1. Occasionally say, "No" to the child and shake your head when she offers something to you. This will help her understand another meaning of "no." Positively reinforce the child by smiling while shaking your head.
2. Ask the child if she wants something to eat, such as a cracker. If she indicates she does not by turning her head or pushing your hand away, shake your head and say, "No? You don't want it? All right."
3. Say "all gone _______" at mealtimes when the child is finished eating or finishes eating a particular food. This is another situation in which a gestural cue along with the words can be used. Use gestures as a cue for the child to understand the word.

Refinement: "All gone ______" can be taught in playing with toys or other people in hiding games. Get the child interested in a particular toy and then hide it, or have a person hide. For a beginning step, use the gesture also to improve comprehension.

Carryover: Choose any activity that the child frequently engages in. For example, bathing, eating, or playing with a particular toy. Model first with the word and a gesture. Say, "All done bath." The parent can model this gesture and statement for many of his activities during the day to give the child a more general understanding of "all done" in a variety of situations.

Item: 6 **Category:** Comprehension of Single-Word Utterances/Prerequisite[3]

BEHAVIOR

Understands action through performing or identifying concept.

Methods: Real actions will be far more effective for initial teaching.

1. Choose verbs with easily demonstrable actions which frequently occur in the child's environment. Pair the name of the action with the action to develop comprehension.
2. Teach verbs that the child can use to describe play strategies, such as push, throw, give me. Say, "Push" as you are aiding the child in the action.
3. Say, "Push." Wait for the child's response. If the child does not respond, imitate the action and wait for the child to push the toy. Repeat again without modeling.
4. Have the child follow simple action during daily routine ("wash" for bathroom time, "sit" for snack time).

Refinement: Have the child follow directions in a game such as "Simon Says" or preschool records, i.e., Palmer or Jenkins.

Carryover: Follow Methods #1-4, using common actions in the home (roll yarn, push vacuum cleaner, push rolling pin over crust).

Item: 7 **Category:** Simple Commands/Criterion

BEHAVIOR

Carries out simple two-stage commands, such as, "Get the ball and put it on the table" in one of two trials.

Methods:

1. Model a simple two-stage command. Tell the child to respond to the same command. Wait for response.

2. Present the child with objects or materials to be used in the direction. Have the child identify materials, so you are sure that noncompletion of the command is not related to lack of understanding of component parts. Present the child with directions at normal conversational rate. Provide time for the child to respond.

3. If the child is unable to complete a task, provide one component of instruction. Allow time for completion of single component. Add second component after first section is completed.

4. Provide two-step sequenced direction again. Allow the child time to complete two-step direction.

For non-ambulatory children, situations should be structured so that the child can carry out the commands from a stationary position.

Refinement: Increase the complexity of the component parts. For example, "Get the block and put it behind the chair."

Carryover: Provide opportunity for the child to complete two-step directions in other situations. Ex: "Get the milk and sit at the table." If expressive language is sufficiently developed, have the child provide instruction for other children.

Item: 7 **Category:** Simple Commands/Prerequisite[1]

BEHAVIOR

Carries out simple action commands, such as, "Come here," "Sit down," or "Pick it up."

Methods:

1. State verbal request. Familiar actions, body parts, and routines are particularly valuable. If the child does not respond, prompt physically. Gradually fade prompt so that verbal request alone is the stimulus.
2. Vary the specific command as appropriate to the situation. (Ex: come, go, give me, touch, show me.)
3. Exchange commands once the child has accomplished Methods #1 and 2. Initially have the child respond to command. Encourage the child to say the command with you. Model the action, interrupting any efforts of the child to act upon the command. (Encourage the child to realize when it is your turn.) Then state the command and wait for her response. Continue in this sequence.
4. Follow Method #3. If the child is having difficulty, demonstrate the exchange of the command with another person in front of the child.

Refinement: As the child is successful with a simple one-step direction, begin to add additional information. (Go to Criterion Behavior)

Carryover: Provide frequent opportunities for the child to carry out instructions. Give the child an opportunity to control your behavior through her commands.

Incorporate commands into daily routine, such as picking up toys, coming to the dinner table, etc.

Item: 7 **Category:** Simple Commands/Prerequisite[2]

BEHAVIOR

Carries out a simple command which requires retrieving item from another area or part of the room.

Methods:

1. Determine the child's knowledge of object labels and locations within a particular environment. Request the child to "get ___" from a particular location. Ask the child to return the object so that an appropriate response can be observed.
2. Provide physical gestures or prompts if needed. Fade prompt as the child becomes familiar with that label or activity.
3. Vary the requested object or location from which object is to be selected.
4. Following Methods #1-3, accent the location of the object using definite situations which encourage understanding of prepositions. (Use two blocks. Ask for the block under the table.)

Refinement: Ask the child to bring two objects from a particular location. Send her on errands such as to the office or to another teacher.

Carryover: Provide frequent opportunities to assist others in gathering needed equipment or supplies.

Supervise the child in becoming your assistant in arranging or gathering materials.

Item: 8 **Category:** Comprehension of Two-Word Utterances/Criterion

BEHAVIOR Understands two-word utterances.

Methods: Comprehension of two-word utterances is related to list of early semantic relationship included in Child Development section.

Initial teaching should be the combination of single-word vocabulary items.

1. When the child says a noun, such as "ball," expand her utterance by adding adjectives or verbs (big, red, throw).
2. When the child says a verb, such as "go," expand her utterance by adding a noun such as car or store.
3. When the child makes a request for a food item, such as juice, model an expanded utterance by stating "more juice" or "orange juice".

Refinement: Use Methods #1-3 and have a tape recorder available. Tape appropriate responses and play back the responses. (Caution: for some children, the use of a tape recorder may inhibit communicative attempts.)

Carryover: As activities are being done in the home, continuously describe the action by using total descriptive sentences interchanged with two-word utterances (e.g. mama go).

Item: 8 **Category:** Comprehension of Two-Word Utterances/Prerequisite[1]

BEHAVIOR

Understands agent and action of a situation, noun plus verb combinations (i.e. mama go)

Methods:

1. Model two-word descriptions of the agent and action that the child frequently observes.
2. Choose a noun plus a verb, (e.g. mama, swing) which the child is familiar with. Model the two-word description several times while recreating the real situation.
3. Choose one verb that the child frequently uses. Combine and model different nouns with the verb. For example, use the verb "eat." Expand it to "Mommy eat", "doggie eat."

Refinement: While looking at a book or pictures, model agent/action phrases that describe what is seen.

Carryover: When the child says a single word to describe a situation, expand upon her utterance by modeling two-word utterances.

Receptive

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Item: 8 **Category:** Comprehension of Two-Word Utterances/Prerequisite[2]

BEHAVIOR

Understands agent and object of a situation. Noun plus noun combinations, i.e., "Daddy car" to mean "Daddy drive car".

Methods:

1. Use the child's name and common object, (e.g. Johnny, ball). Create a situation which illustrates agent and object relationship. State the combination as the situation is occurring. Repeat #1 using two play materials, (i.e., sand, bucket)
2. Following Method #1, record your target words. Play the tape back to the child, allowing the child time for a response.

Refinement: The child selects one of three pictures which illustrates agent/object relationship.

Carryover: Use the child's name and an article of clothing, model the relationship between items while stating two-word combinations, e.g. situation with hat. Have the child put on hat, while the adult models statement, "Johnny, hat".

Item: 8 **Category:** Comprehension of Two-Word Utterances/Prerequisite[3]

BEHAVIOR

Understands action and object of a situation - verb plus noun combinations (e.g. kick/ball)

Methods: Teach this skill during motor activities with the child before using pictured stimuli.

1. Choose verb-object phrases that can be demonstrated for the child. Perform the actions for the child, naming them as you do.
2. Use the two-word phrase as a command to the child to carry out the activity. Model the behavior and encourage the child to imitate. Physically guide the child through the activity and name it again if the child does not respond.
3. Follow Method #2 without physical assistance.

Refinement: The child selects one of three pictures which illustrates action/object relationship.

Carryover: At home, have the child engage in different motor activities. Use Methods #1 and 2 while activity is in progress.

Item: 8 **Category:** Comprehension of Two-Word Utterances/Prerequisite[4]

BEHAVIOR

Understands entity and location in a situation, noun plus noun combinations, (e.g. Daddy, chair).

Methods:

1. Provide situation for the child to play with manipulative model. Describe the relationship between the object and its location, e.g. blocks, box or doll, wagon.
2. Play hiding games with the child. Put favorite toys or interesting items under a small cloth. Pull off the cloth and say "Here's the____." Cover the item again and have the child remove the cloth. Model the phrase for her.
3. Look through picture books or photographs appropriate to the child's life. Point to pictures and say, "Here's the boy." "Boy on bike."

Refinement: Have the child identify one of three pictures that illustrates the relationship of an object and its location.

Have the child create a painting which depicts a two-word combination to describe location. Talk to the child while she is painting and tell her about possible ideas.

Carryover: During dressing and bathing, model utterances with this relationship, such as shoe on foot, pants on leg, sock on foot.

Item: 8 **Category:** Comprehension of Two-Word Utterances/Prerequisite[5]

BEHAVIOR

Understands a function word and a noun that codes a situation or request, (e.g., more milk, all gone ball).

Methods:

1. Frequently model functional two-word phrases for the child during routine activities to build comprehension. (See Child Development Communication section)
2. Give the child small amounts of food at mealtime. When the child wants another helping, model "more______."
3. Play with the child with several similar objects, (e.g. blocks, animals, beads). Allow the child to begin building or playing. Model "more ___ " when she needs to build or complete her play.

Refinement: Follow Methods #1-3 as you are introducing new foods and food names to the child.

Carryover: At snack times, if small pieces of vegetables are served, give the child only one at a time when there is a desire for more. Model "all gone carrot" when finished or "more carrot."

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Item: 8 **Category:** Comprehension of Two-Word Utterances/Prerequisite[6]

BEHAVIOR

Understands social utterances that indicate apologizing, affection, sadness, or greeting

Methods:

1. Use real experiences to model appropriate social speech during peer interactions. Teacher says, "I'm sorry I knocked down your blocks."
2. When the above circumstances arise during the day, comment on the feelings shown by the child using a two-word phrase, "You're angry because I knocked down your blocks."
3. Role play going to bed, getting hurt, fighting over a toy, and use the above categories of social speech.

> Abstract feelings are not easy for handicapped children to understand and express. Research reveals that approximately 50% of all communicatively impaired children have some significant psychological problems. The incidence must also be relatively high for the category of handicapped children as a whole. This unit and particularly this category should be taught along with appropriate social behaviors contained in the Social Development Unit.

Refinement: Follow Method #1 describing situations of happiness or sadness e.g. "Mommy sad", "Tommy happy."

Carryover: Follow Method #1 and encourage family members to model two-word social speech during daily activities and trips.

Receptive

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Item: 9 **Category:** Comprehension of Three-Word Utterances/Criterion

BEHAVIOR

Understands three-word utterances in spontaneous or conversational speech.

Methods: Comprehension of three-word utterances is related to a list of early semantic relationships included in the Child Development section.

Initial teaching should build upon previously learned vocabulary.

1. Model a variety of three-word phrases by combining action words, modifiers, or pronouns:

Action words	Modifiers	Pronouns
go see	one	my
cry eat	pretty	mine
pull	big	her
	more	him

2. Model three-word combinations, i.e.:

baby go bye-bye
my truck big
him cry now
more juice want
her go night-night

It is not recommended that these structural combinations be modeled for the child, but rather that correct structures be used. Ex: Child - "My truck big." Adult - "Yes, the truck is big."

3. Demonstrate with toys. Model three-word utterances to describe the situation, (i.e. "big ball bounce").

4. Use a puppet to aid you in accomplishing Methods #1-3.

Refinement: Use Methods #1-4, expanding types of modifiers to include shape, color, texture, etc.

Carryover: During situations which excite the child, model and encourage three-word utterances which are relevant, i.e., "Dog lick face", "Santa bring toys", "Johnny ride pony".

Item: 9 **Category:** Comprehension of Three-Word Utterances/Prerequisite[1]

BEHAVIOR

Understands three-word utterances consisting of the agent, action, and object of the action, noun plus verb plus noun combinations (i.e. "Johnny drink juice").

Methods:

Specific content of the message will vary from child to child, depending on situation, motivators, and environment.

1. Provide the child with objects or engage in specific activity and appropriate word patterns (i.e. "Timmy builds house").
2. Provide the child with various dolls and objects. Model dialogue for the child and have the child carry out ideas via the dolls. Model three-word utterances describing the action.

Refinement: Increase the number of situations for Methods #1 and #2.

Carryover: During meals have family members describe ongoing action (i.e. "Daddy cut bread").

Item: 9 **Category:** Comprehension of Three-Word Utterances/Prerequisite[2]

BEHAVIOR

Understands three-word utterances consisting of the agent, action, and location of a situation. Noun plus verb plus noun, (i.e. "Mommy sit chair").

Methods:

1. Model playing with dolls and toys. Use three word utternce, i.e., "Baby sit wagon."
2. When grocery shopping, have the child locate familiar items/actions. Use three-word utterances to describe the item, i.e., "Jimmy sit cart", "Lady cut meat."

Refinement: Increase the number and complexity of situations.

Carryover: When working in the yard, model by saying, "Jamie pick up leaves", "Jamie put in basket."

Have the child assist with clean up. Model and say "Jamie throw in trash."

Item: 9 **Category:** Comprehension of Three-Word Utterances/Prerequisite[3]

BEHAVIOR

Understands three-word utterances consisting of the action, object, and location of a situation, (verb plus noun plus noun) (i.e. "Throw ball here").

Methods:

1. When playing with toys, ask the child to "Give ball to Daddy."
2. During outdoor play activities, have the child collect leaves in a paper bag. Say, "Put trash in can."
3. During normal routine, request that the child "Put coat in cubby", Push car on road."

Refinement: Increase the number and complexity of situation.

Carryover: During daily routine, seek the child's assistance with tasks requiring an action, i.e., "Put cup on table", "Put shoes in closet", "Carry bag to car".

Item: 9 **Category:** Comprehension of Three-Word Utterances/Prerequisite[4]

BEHAVIOR

Understands three-word utterances consisting of agent, object, and location of a situation, noun plus noun plus noun (i.e. "Daddy, ball, chair")

Methods: The three major components should be emphasized. However, longer forms of the sentence should be modeled as comprehension develops.

1. As children arrive at school ask, "Susie (ride) bus school?"
2. During snack, model appropriate actions, i.e. "Joanie (put) cookie (on) napkin."
3. During outdoor activities, model "Jason (ride) bicycle (on) path."

Refinement: Use two step commands when preparing to go outside. "Jackie (put) shoe (on) foot." "Jackie (put) hat (on) head."

Carryover: During daily routine, model three-word utterances relative to situations (i.e. "Mommy (drive) car (to) store."

Item: 10 **Category:** Single-Word Utterances/Criterion

BEHAVIOR Uses 50 single words meaningfully.

Methods: This is expressive behavior. Prior to using words meaningfully, children must have experience with associating an object with its label, to assure understanding.

1. Set out objects; tell the child their names. Have her say them after you. Limit number depending upon developmental level.
2. The same procedure as in Methods #1 can be used with a windup toy, little jumping toys with a spring and suction cup, or any toy or item that moves.
3. Point to various objects and ask, "What's this?" If she doesn't answer, model the name and have her repeat it.

Refinement: These procedures can be used with manipulative toys, too. A ball could be used and the child could say, "Ball" and have it rolled back to her. Any of the Fisher-Price toys or Weebles sets which are recognizable to the child may be used. Let the child have a multi-piece setup (like a toy barn) and tell her that she can get more pieces to play with by asking for them by name. Do this by saying, "Cow" and taking the cow. When she reaches for an animal or toy ask, "Do you want the cow?" "Say cow." This situation could be a practice situation for the child to begin to name the items spontaneously. If the child is at the stage where any animal is "doggie," play the game that way. If she says, "Doggie" and reaches for a cow, give her the cow (reward), but model the appropriate name. Gradually require the child to say the word exactly.

Carryover: If the child likes to rough-house, choose a favorite activity and have the child use a word to have the activity repeated. For example, being picked up and tossed in the air ("up"); a horsie ride on the foot ("ride"); a piggy-back ride ("ride").

Item: 10 **Category:** Single-Word Utterances/Prerequisite[1]

BEHAVIOR Names objects, people, pets, foods, and toys.

Methods: The specific content of vocabulary to be used should be determined through examination of the child's environment and particular interests. For aid in determining vocabulary content, see Narrative under Resources for facilitating Language.

Target vocabulary should be things that move or change or things the child can act on and are also motivating.

1. Ask the child, "What's that?" when pointing or showing her something. Give her a chance to respond without hearing the word first. If she names it, reward her by saying "Good, (insert desired word)." If she does not, say the word, repeating it several times.

2. Ask the child, "Who's this?" when showing a picture of a relative or friend or when meeting someone. React in a positive manner if she names the person. Supply the name for her if necessary.

Note: Many children will use nicknames for relatives. Positively reinforce the child by accepting these names.

3. In play with the child, frequently model the names of favorite toys. During other daily routines, name favorite or common foods and the names of family members.

4. Say names to the child and encourage imitation. Initially reward by any approximation of the target word.

Refinement: Use small objects and place them under nesting cups in nesting eggs, in small bags, a lock box, or little boxes. Have the child tell you what she finds in each one. Put a treat in a container and tell the child she can have it if she names the treat. If she can't name it, model the name for her and have her repeat.

Carryover: Model single-word utterances for the child throughout daily routines, (i.e., foods, family members names, pets).

Item: 10 **Category:** Single-Word Utterances/Prerequisite[2]

BEHAVIOR

Uses function words; no, more, all gone, all done, there, this, that.

Methods:

1. Encourage the child to say, "No" rather than throwing a toy or piece of food. When you can see that she doesn't want something, say, "Say no."
2. Teach "all gone _______" at mealtimes when the child is finished eating or finishes eating a particular food. This is another situation in which a gestural cue along with the words can be used. Use the gesture as a cue for the child to say the word spontaneously.

Refinement: "All gone ______" can be taught in playing with toys or other people in hiding games. Get the child interested in a particular toy and then hide it, or have a person hide. For a beginning step, use the gesture also. In this way, the child can imitate the gesture to mean "all gone" and specify the object or item by naming it or imitating a model. Fade the modeling and encourage the child to combine the target response "all gone" and the specified object "car" ("all gone car").

Carryover: Choose any activity that the child frequently engages in, such as bathing, eating, or playing with a particular toy. Model first with the word and a gesture. Say, "All done bath." The parent can model this gesture and statement for many of his activities during the day to give the child a more general understanding of "all done" in a variety of situations.

Item: 10 **Category:** Single-Word Utterances/Prerequisite[3]

BEHAVIOR

Uses at least five unmarked verb forms to describe actions.

Methods: Real actions will be far more effective for initial teaching.

1. If the verbs describe actions the child can perform, have her do the activity and name it. Say the name and have the child repeat it.

2. Teach verbs that the child can use to describe play strategies, such as push, throw, give me. Say, "Push" as you are aiding the child in the action. Encourage the child to say "Push".

   Say, "Push." Wait for the child's response. If the child does not respond, imitate the action and wait for the child to push the toy. Repeat again without modeling.

3. Using Method #2, ask "What are you doing?", to elicit an action response. If the child does not respond, repeat the expected response.

Refinement: Have the child instruct other children in a game such as "Simon Says."

Carryover: Follow Methods #1-3, encouraging the child to use common words in the home (roll yarn, push vacuum cleaner, push rolling pin over crust).

Item: 11 **Category:** Two-Word Utterances/Criterion

BEHAVIOR

Uses two-word utterances in interactional speech at least four times during a five minute interaction.

Methods:

It should be noted that initial syntactical structures such as "go car" or "more juice" are not inappropriate at this developmental level and serve as the building blocks for adult speech.

Initial teaching should be the combination of single-word vocabulary items taught under Item 5.

1. When the child says a noun, such as "ball," expand her utterance by adding adjectives or verbs (big, red, throw). Have the child repeat the two-word utterance.
2. When the child says a verb, such as "go," expand her utterance by adding a noun such as car or store. Have the child repeat the phrase.
3. When the child says a noun, such as "baby," expand her statement to a question by asking her where the baby is or if the baby is crying.
4. When the child makes a request for a food item, such as juice, expand her utterance by asking her if she wants some juice, naming several juices, or asking if she wants more juice. Have the child repeat the expanded phrase.

Refinement: Use Methods #1-4 and have a tape recorder available. Tape appropriate responses and play back the responses. (Caution about this - to use for some children, tape recorder may inhibit communicative attempts.)

Carryover: As activities are being done in the home, continuously describe the action by using total descriptive sentences interchanged with two-word utterances (e.g. mama go). Encourage immitation and spontaneous description.

Item: 11 **Category:** Two-Word Utterances/Prerequisite[1]

BEHAVIOR

Combines noun plus verb (e.g. mama go) to describe agent and action of a situation.

Methods:

1. Have the child tell about what she is doing. Combine the child's name with the different verbs to describe her activity. Have the child repeat after you.
2. Choose a noun plus a verb, (e.g. mama, swing) which the child frequently uses. Model the two-word description several times while recreating the real situation. Encourage the child to repeat.
3. Choose one verb that the child frequently uses. Combine different nouns with the verb. For example, use the verb "eat." At meal times or snack, have the child use two words to tell you what people are doing.

Refincment: While looking at a book or pictures, model and have the child repeat agent/action phrases that describe what is seen.

Carryover: When the child says a single word to describe a situation, expand upon her utterance. Then model two-word utterances for her to imitate.

Item: 11 **Category:** Two-Word Utterances/Prerequisite[2]

BEHAVIOR

Combines two nouns (e.g. "Daddy/ball" to mean "Daddy kicked the ball") to describe agent and object of a situation.

Methods: Within one situation that can be described with subject-verb-object, reinforce the child for saying any two of the three components.

Early two-word utterances are used by children to indicate a variety of semantic relationships. For example, "Mommy go," may mean for the child, "Mommy has gone," "Can we go?" "Is Mommy going also?" etc. The implied message, depending on the situation, should be expanded for the child. Early question forms are also produced using the two-word utterance. The inflectional rise at the end of the phrase may indicate the early question form.

1. Choose two nouns (agent/object, e.g. Johnny,car) which the child has spoken separately. Create a situation which encourages the usage of the combination. State the combination as the situation is occurring. Encourage the child to repeat the word combination.

2. While following Method #1, record your target words. Play the tape back to the child, allowing the child time for a response.

3. Immediately after Methods #1 and 2 have been completed successfully, create another situation (teacher, story) which is familiar to the child. Say, "Teacher, story" and wait for child's response.

4. Follow Methods #1-3, with a time allotted for free expression with old clothes. Encourage noun combinations which were previously practiced in the above methods by general discussion and appropriate pieces of clothing.

Refinement: Follow Method #4, placing new pieces of clothing in the situation. Encourage new noun combinations.

Carryover: Follow Methods #1-3, using a home situation (e.g. "Mommie, cookies/snack").

Expressive

COMMUNICATION

Item: 11 **Category:** Two-Word Utterances/Prerequisite[3]

BEHAVIOR

Combines verb plus noun (e.g. kick/ball) to describe action and object of a situation.

Methods: Teach this skill during motor interactions with the child before using pictured stimuli.

1. Choose verb-object phrases that can be demonstrated for the child. Perform the actions for the child, naming them as you do. Encourage the child to repeat.
2. Use the two-word phrase as a command to the child to carry out the activity. Model the behavior and encourage the child to imitate both the action and the phrase. Physically guide the child through the activity and repeat the phrase. Ask the child "What are you doing?"
3. Follow Method #2 without physical assistance. Repeat two-word phrase and modeling as necessary. Encourage spontaneous description.
4. Have the child tell you what she is going to do with an object in advance of doing it. After she has done the action, reinforce by saying, "Good, you pushed the car" or whatever is appropriate for the action.

Refinement: Have the child direct you to carry out various actions using a verb-object phrase.

Carryover: At home, have the child engage in different motor activities. Use Methods #1 and 2 while activity is in progress.

Item: 11 **Category:** Two-Word Utterances/Prerequisite[4]

BEHAVIOR

Combine two words to describe location (e.g. ball there or here ball).

Methods:
1. Play hiding games with the child. Put favorite toys or interesting items under a small cloth. Pull off the cloth and say "Here's the ______." Cover the item again and have the child remove the cloth. If the child doesn't say anything, model the phrase for her and have her repeat it. If the child makes a single-word response, model the two words for her and have her repeat.
2. Ask the child "Where's the _______?" and model the response. Have the child imitate.
3. If the child responds with only one word, model the two-word phrase, putting emphasis on word the child omitted.
4. Look through picture books or photographs appropriate to the child's life. Point to pictures and say, "Here's the _______," or ask "Where's the _______?" Encourage the child to respond with "Here (there) _________."

Refinement: Have the child create a painting which depicts a two-word combination to describe location. Talk to the child while she is painting and tell her about possible ideas. Then encourage her to elaborate on her painting. Call attention to appropriate responses.

Carryover: During dressing and bathing, practice these utterances by having the child point to body parts. Ask, "Where's your nose?"

Item: 11 **Category:** Two-Word Utterances/Prerequisite[5]

BEHAVIOR

Combines a function word and a noun (e.g. more milk, or all gone ball) to describe a situation or to make a request.

Methods: See Language Item 5-2 for function word references.

1. Frequently model these two-word phrases for the child during routine activities for the child to imitate.
2. Give the child small amounts of food at mealtime. To get another helping, the child should ask for "more______." If the child does not respond, model the response for her. If she responds with only one word, expand to a two-word utterance, emphasizing the word the child omitted.
3. Play with the child with several similar objects, (e.g. blocks, animals, beads). Allow the child to begin building or playing. Have the child ask for "more ______" to build or complete her play.
4. Follow Method #3 without giving the function word cue (more). Wait for the child's response.

Refinement: Follow Methods #1-4 as you are introducing new foods and food names to the child.

Carryover: At snack times, if small pieces of vegetables are served, give the child only one at a time. Practice "all gone carrot" and "more carrot."

Item: 11 **Category:** Two-Word Utterances/Prerequisite[6]

BEHAVIOR

Combines two words to express social speech (apologizing-"Me sorry," affection-"Love Brownie," sadness-"It hurt," happiness-"Me happy," greeting "Hi___ ")

Methods:

1. Engage in experiences such as going on field trips, playing with toys, etc. where social speech will be natural to the experience. Model appropriate expression.
2. When the above circumstances arise during the day, comment on the feelings shown by the child using a two-word phrase and ask the child to imitate it.
3. Role play going to bed, getting hurt, fighting over a toy, and use the above categories of social speech. Reinforce appropriate social speech responses with a pat on the shoulder, smile, or other action.
4. Record social situations on tape. Also tape possible responses and the child's responses. Play recording back to the child.

Abstract feelings are not easy for handicapped children to understand and express. Research reveals that approximately 50% of all communicatively impaired children have some significant psychological problems. The incidence must also be relatively high for the category of handicapped children as a whole. This unit and particularly this category should be taught along with appropriate social behaviors contained in the Social Development Unit.

Refinement: Follow Method #1 and ask the child to describe adult's or other child's feelings, e.g. "Mommy sad" "Tommy happy."

Carryover: Follow Method #1 and encourage family members to initiate two-word social speech during daily activities and trips.

Item: 11 **Category:** Two-Word Utterances/Prerequisite[7]

BEHAVIOR

Combines two words to express: direction, prohibiting, threatening, warning, ownership, requests for information or help, information giving, or intention.

Methods:

1. When child is doing an activity such as putting pegs into holes, playing with toys, etc., ask her to tell you or another child to move chair, give peg, etc. This illustrates the pragmatic category of directing.
2. An activity for prohibiting, warning, threatening, and ownership categories might be: set up an experiential scene where more than one child is engaged in an activity, such as playing with riding toys. Have one child go up to another riding a toy and attempt to get the toy. Model responses like, "My car," "Let go!" "You stop." Have the child riding the toy imitate you. Then reverse children, letting the other child ride the car/bike and repeat.
3. An activity demonstrating requests for information/help might be a cooking activity where the child is helping. Wait for the child to ask you what the next step is. Make sure there are utensils she needs out of reach. Have the child ask for them.
4. An activity to cover information giving could be: have one child explain what another child did ("she sits") or have the children tell about what they had for breakfast.
5. When the children are in the process of going to get an object or going someplace, stop them before they reach their goal and ask where they are going.

Refinement: Allocate a timespan when the child may interact freely with other children in a "community" setting. Initiate grocery shopping, toy selecting, cooking, community helper's assistance, (make clothes of policemen, milkman, etc. available). When a two-word utterance is spontaneously given, call attention to it and repeat it.

Carryover: Encourage neighborhood children to create a "community" setting as in the refinement.

Item: 12 **Category:** Yes/No Responses/Criterion

BEHAVIOR Responds to simple yes/no questions either verbally or with head shake.

Methods:

1. Ask the child questions during activities, such as, "Do you want milk?", "Are you hungry?" etc. Prior to giving or providing material or items, require indicative response, by either physical or verbal cues. Fade prompts, allowing the child to respond more independently.

2. Follow Method #1. Record the child's responses and play the tape back, stopping just before the child's response. Add new questions to the tape. Play the total tape, stopping the tape immediately after each new question. Tape the child's response.

3. Follow Methods #1 and 2, using events which happened earlier in the day or recent major events.

4. Ask questions regarding pictures, other children, etc. that require yes/no indication. Be certain prior to asking that the child has the information to make a response.

In asking yes/no questions, the instructor must be willing to abide by the child's responses. If the child does not have a choice, do not present an option.

*Note that the question stimulus is key here, for the child to be able to respond yes/no (i.e. Is this a _______? Do you want _____? Are _____ ? Use real situations, but break down question form to make sure level of understanding occurs.

Refinement: Increase the complexity of questions so that additional information is gained from the child.

Carryover: As yes/no responses occur as a result of direct questions, carryover activities would include the expansion of situations in which the child is provided with a choice.

Item: 13 **Category:** Three-Word Utterances/Criterion

BEHAVIOR Uses three-word utterances in spontaneous or conversational speech.

Methods: Children may show a preference for a particular three-word grammatical form. Other forms may be used less frequently.

1. Encourage the child to expand her two-word phrases by adding action words, modifiers, or pronouns:

Action words	Modifiers	Pronouns
go see	one	my
cry eat	pretty	mine
pull	big	her
	more	him

2. Reward the child when she begins adding more words, even though she does not use adult grammar. She will probably combine words like these:

baby go bye-bye
my truck big
him cry now
more juice want
her go night-night

It is not recommended that these structural combinations be modeled for the child, but rather that correct structures be used. Ex: Child - "My truck big." Adult - "Yes, The truck is big."

3. Demonstrate with toys. Model three-word utterances to describe the situation. Encourage the child to imitate. If the child responds with a two-word utterance, model a three-word utterance, emphasizing the word added.

4. Use a puppet to aid you in accomplishing Methods #1-3. If the child's response is only two words, specifically request the missing component. Model his/her response and expand it to provide additional information.

Refinement: Use Methods #1-4, encouraging the child's least-used utterances.

Carryover: During situations which excite the child, model and encourage three-word utterances which are relevant. Encourage spontaneity.

Item: 13 **Category:** Three-Word Utterances/Prerequisite[1]

BEHAVIOR

Uses three-word utterances consisting of the agent, action, and object of the action, noun plus verb plus noun.

Methods: Specific content of the message will vary from child to child, depending on situation, motivators, and environment.

1. Provide the child with objects or engage in specific activity and listen to her word patterns.
2. Ask the child to describe an object or activity in terms of who, who is doing what, and what is acted on. (Example: "Me want milk," "Give me ball.")
3. Expand phrases to include omitted words and have the child imitate.
4. Provide the child with various dolls and objects. Encourage dialogue from the child and have the child express ideas describing the action. Call attention to the child's speech when she uses the appropriate sequence.

Refinement: Increase the situations requiring use of the agent, action, and object relationship. Have the child perform and express concept.

Carryover: Have an adult call the child on the telephone. Support the child in efforts to respond to the caller. Repeat three-word utterances which may fit as a response. Make sure you clarify with the caller what he will be asking and that he give the child extra time to respond.

Item: 13 **Category:** Three-Word Utterances/Prerequisite[2]

BEHAVIOR

Uses three-word utterances consisting of the agent, action, and location of a situation, noun plus verb plus noun.

Methods:

1. Provide the child with objects or engage in a specific activity and listen to his/her word patterns.
2. Request the child to describe an object or activity in terms of who, who is doing what, and where. (i.e. "Johnny go home.")
3. Expand phrase to include omitted words and have the child imitate.
4. Provide the child with various dolls and objects. Encourage dialogue from the child and have the child express ideas describing the action. Call attention to the child's speech when she uses the appropriate sequence (i.e. "Ann wash baby."

Item: 13 **Category:** Three-Word Utterances/Prerequisite[3]

BEHAVIOR

Uses three-word utterances consisting of the action, object, and location of a situation, verb plus noun plus noun.

Methods:

1. Provide the child with objects or engage in a specific play activity and listen to his/her word patterns.
2. Request the child to describe an object or activity in terms of what action is occuring, the object, and where. (i.e. "Pull wagon path")
3. Expand phrases to include omitted words and have the child imitate.
4. Provide the child with various dolls and objects. Encourage dialogue from the child and have the child express ideas describing the action. Call attention to the child's speech when she uses the appropriate sequence. (i.e. "Put beads string")

Item: 13 **Category:** Three-Word Utterances/Prerequisite[4]

BEHAVIOR

Uses three-word utterances consisting of the agent, object, and location of a situation, noun plus noun plus noun.

Methods:

1. Provide the child with objects or engage in a specific activity and listen to his/her word patterns.
2. Request the child to describe an object or activity in terms of who, what object, and where. (i.e. "Amy blocks box")
3. Expand phrases to include omitted words and have the child imitate.
4. Provide the child with various dolls and objects. Encourage dialogue from the child and have the child express ideas describing the action. Call attention to the child's speech when she uses the appropriate sequence. (i.e. "Nikky baby bed")

Stage 3

A. Syntactic/Grammatic Comprehension

B. Extension and Refinement of Multi-Word Grammatical Utterances

Communication develops with the structural (word order and grammatical morphomes), semantic, extralinguistic, and paralinguistic features of an utterance.

An overview:

Receptive Skills

1. Understands more verb forms
2. Understands adjectives
3. Understands prepositions
4. Understands some adverbs
5. Understands subject-verb-object word order, giving subject status to first noun in sentence and object status to second noun.
6. Begins to understand a few simple morphemic rules that mark gender, verb tense, and plurality
7. Begins to understand negative and affirmative contrast (i.e. "not" following on auxiliary verb).
8. Comprehension continues to grow to include more complex syntactic structures and morphemic distinctions through the age of seven.

Expressive Skills

1. Uses longer utterances, typically three and four words, but often more
2. Uses adjectives
3. Uses function words: prepositions, articles, auxiliaries, and copulars
4. Marks tense, plurality, and possession, in specific instances
5. Continues to use simple declarative sentence construction
6. May produce one or two interrogative forms (i.e. "What's that?"; "Where?")
7. Refines conversational skills, with the refinement of syntax and morphology

Item: 14 **Category:** Comprehension of Pronouns/Criterion

BEHAVIOR Understands pronouns I, me, mine.

Methods:

1. Using a mirror, point to and name you and me, your face and my face, your hands and my hands.
2. When the child picks up something that belongs to you, tell her, "This is mine." Give her one of her toys and say, "This is yours."
3. When talking with the child, tell her what you are doing or planning to do using the word "I." In either situations, use "me" and "mine" appropriately when talking with the child.

Refinement: Show the child pictures of yourself doing several things. Tell the child what you are doing, modeling the use of pronouns.

Carryover: Use a hand puppet to demonstrate the use of I, me, mine.

Item: 14 **Category:** Comprehension of Pronouns/Prerequisite[1]

BEHAVIOR Responds to own name.

Methods:

1. Refer to the child by her name instead of as "baby" or other term. Use the name frequently while dressing, feeding, bathing, and playing. (e.g. Sally's eating.)
2. Seat the child in front of a mirror. Point to her and say, "Here's Sally." or "This is Sally." Also ask, "Where's Sally?" and guide the child to point to herself if she does not do so independently.
3. When initiating an interaction begin with, "Hi, Sally."

Refinement: Use the child's name to tell which of a set of objects belongs to her.

Carryover: In daily activities refer to the child by name and use her name in referring to her belongings. For example, at meals label objects such as Sally's cup.

Reinforce the child for coming when name is called by a hug, smile, or treat.

Item: 14 **Category:** Comprehension of Pronouns/Prerequisite[2]

BEHAVIOR Understands ownership.

Methods: The earliest definition of ownership is based on who presently has immediate contact with the object.

1. Put out two to three items. Pick one up and say, "Mine." Have the child pick up an item. Look for behaviors indicative of awareness of ownership such as pulling away if someone attempts to take the object; state "mine."
2. When the child uses the gestures which indicate possession (e.g. pulling item closer to body, tugging at toy), state the word "mine." Sing songs which relay the possession concept while child's gestures alert you to her train of thought. (e.g. My Teddy Bear, etc.) End the activity with Method #1.
3. Play records which have the concept relayed within it. Gesture and sing along with the record.

Refinement: Teach the child that some items do not belong to her. Establish that certain objects are the property of the child: toys, clothing, etc.

Carryover: Evidence of awareness should be looked for in routine situations, such as the child refusing to forfeit a toy she is playing with. When giving the child items during the day, make a point of telling her it is hers.

Item: 15 **Category:** Comprehension of Verb Tenses/Criterion

BEHAVIOR Understands future tense

Methods: Going to, have to, and want to are often the earliest forms of comprehending the future tense.

1. Model the use of the future tense during classroom activity. Describe a situation with an action that will happen and describe it when it does happen.
2. Whenever the child indicates future activities without using "will," model appropriate sentence formation for her.
3. Have the child identify one of three pictures which illustrates the concept of future tense.

Refinement: Model contrasts between "can" and "will." ("Can" for ability to do something.)

Carryover: Discuss upcoming activities with the child, using "will" to describe the action.

Item: 15 **Category:** Comprehension of Verb Tenses/Prerequisite[1]

BEHAVIOR Understands present progressive tense (is + verb + ing)

Methods: Initially model this structure with verbs the child knows, though she does not use the participle (e.g. the child says "run," but not "is running").

1. Simulate an action, e.g. toy car going down hill, in a sandbox by using sand, toys, and dolls. Model verbs.
2. Make a book of pictures of common actions or if possible use photos of the child or familiar people. Model the target phrases for the child.
3. Have the child perform action. Model target phrase during ongoing action.
4. Let other children take turns performing various actions (pantomime). Let the child observe as you describe.
5. Have the child identify simple actions in pictures, as present progressive tense is stated.

Refinement: Use a film and projector that can easily be stopped to arrest the ongoing action. Name the action, using the present progressive tense.

Carryover: Model this verb tense for the child in appropriate situations throughout the day.

Item: 15 **Category:** Verb Tenses/Prerequisite[2]

BEHAVIOR

Understands regular past tense forms (verb + ed) to describe completed action.

Methods:

1. Begin teaching with verbs which are easy to demonstrate such as walk, jump, touch, etc. While the action is ongoing, use the present tense. When the action is completed, model the past tense form for the child.
2. Use pairs of pictures which illustrate ongoing and completed actions. Model phrases for the child using the past tense.
3. With a group of children, have each child perform a behavior. Model phrase telling what each of the other children did, using the appropriate tense.
4. Have the child identify completed action in pictures, as past tense is stated.

Refinement: Model utterances to include more information. Expand "She jumped," to, "She jumped over the rope." Model past tenses at the end of the day to describe what occurred in school.

Carryover: At the end of the day, model past tenses to tell about what occurred during the day.

Item: 15 **Category:** Verb Tenses/Prerequisite[3]

BEHAVIOR Understands irregular past tense (went, was, etc.).

Methods:

1. As activities of the day are completed or as each child completes an activity, model past tense by telling what has happened.
2. Present an object which is new to the child. Describe a story about the object using irregular past tense forms. Accent the target words. Repeat two main sentences and encourage the child again to repeat the sentences one at a time.
3. Follow Method #2, using another object or picture to learn other irregular past tense forms.

Refinement: Model verbs which are less common as the child masters the common irregular verbs.

Carryover: At the end of the day, review what the child did that day. Model the correct form for the child.

Item: 16 **Category:** Comprehension of Simple Prepositions/Criterion

BEHAVIOR

Understands prepositions to describe the locations of in, on, and under.

Methods:

1. Point out various objects to the child and use the appropriate preposition to describe their location.
2. Work with one preposition at a time. Model phrases such as "This is in. This is not in." Have the child point to "in" and "not in."
3. Have the child position herself in, on, and under a variety of objects. First, place the child and name the position for her. Next, have her carry out the command to get in, on, or under.
4. Use objects and toys. Have the child carry out commands to place objects. Then, model prepositions describing the location.
5. Teach this skill with pictured stimuli only after the child is successful with her own body and with objects.

In the beginning stages of teaching, be sure to introduce one preposition at a time, only introducing an additional one when previous prepositions are consistently used.

Refinement: Vary the specific terms used above to include beside, in front of and in back.

Present a situation in which all three locations are represented and have child select one as requested. Ex: "Show me the block in the box," with blocks that are in, on, and under the box.

Carryover: Provide opportunity for the child to retrieve things which have been placed in these relationships. Present box that has no lid. Ask the child to place something on it. Child must learn to turn box over to achieve the request.

Item: 17 **Category:** Comprehension of Plurals/Criterion

BEHAVIOR Understands regular plurals.

Methods:

1. Make a simple scrapbook with a picture of one animal on one page and of several of the same animal on the next page. Turn through the book with the child and name the animals. ("Here's a dog. Here are two dogs.")
2. Turn through the scrapbook and ask the child, "Where is the dog?" "Where are the dogs?" etc. Emphasize the addition of the "s" so that the child becomes attuned to the subtle aspects of language.

Refinement: Model all plurals at the developmental age (deers, fishes, gooses, hippopotamusses). Model correct irregular plural for the child.

Carryover: Provide opportunities in which the receptive knowledge of plural concepts can be demonstrated. This can be done in any situation in which you have two or more of the objects, pictures, etc.

Item: 18 **Category:** Comprehension of Negation/Criterion

BEHAVIOR Understands negative and affirmative contrast in sentences ("not").

Methods:

1. Use pictures, objects, or activities, depending on the child's level. Model the use of the affirmative sentence and contrast it with the negative form. For example, use pictures of a person sitting and a person standing. Point to the first picture and say, "________ is sitting." Then use the "standing" picture as an instance of not sitting.

2. With pictures or objects, have the child point to pictures of is and is not. When the child is successful with instances and non-instances of objects, model instances and non-instances of action.

Refinement: Increase the complexity of concepts being negated. Have the child identify "big" and "not big", by pointing to appropriate picture.

Carryover: Model negative sentences for the child during routine activities. For example, when dressing, ask the child if a shirt is a shoe. Model the answer with the negative sentence.

Item: 18 **Category:** Comprehension of Negation/Prerequisite[1]

BEHAVIOR Understands "is" and "is not."

Methods:

1. Use two objects the child can label. Point to one and say, "This is a ________." Point to the other and say, "This is not a ________." Repeat with several sets of objects.
2. Use the same objects as in above activity. Ask the child to show you a _________, then have her show you one that is not a ________.
3. Place several objects in a box. Have the child pull an object out of the box. Describe to the child what the object is and is not.
4. Using a flannel board, present a story with familiar characters. After the story has been completed, ask questions about the story. Model the correct responses to simple questions.

Refinement: Have a child draw a picture of a day which is warm and sunny. Then have a child draw a picture of a day which is not a warm and sunny day.

Carryover: At home have the child locate a toy that is red. Continue the guessing game until the child is comfortable with the concept. Switch to locating a toy that is not red.

Item: 19 **Category:** Comprehension of Object Description/Criterion

BEHAVIOR Understands characteristics of different objects.

Methods: The characteristics chosen as target responses will depend on the child's developmental level.

Specific concepts, such as size, shape, color, texture, etc., must be modeled prior to their use in relation to an object. Modeling strategies, such as matching, discrimination, and identification must precede expressive use.

1. Present the child with objects and pictures that have at least three descriptive components (example: color, size, weight). Have the child identify "the red ball, broken truck, round box."
2. Have the child select items from a box, according to specified attributes, i.e. "Give me all the small blocks."

Refinement: Require the child to identify more complex characteristics such as recognizing objects described by use or by category.

Carryover: Make a point of using several modifiers in describing objects for the child.

Item: 19 **Category:** Comprehension of Object Description/Prerequisite[1]

BEHAVIOR Recognizes common objects by their function.

Methods:

1. Several objects or pictures should be presented to the child. The functions of these should be given, with the child identifying the corresponding object. Example: "Show me which one we use to drink." The child points to a picture or the cup itself. As the child is able to complete this task, the situation should be changed to the following.
2. Ask the child to show you what you do with the objects. Present familiar common objects/pictures such as comb, cup, shoes, etc.
3. Use grab bag games in which an object is selected and the function is demonstrated.

Refinement: Repeat #3 and select objects which have more complex functions. This will be dependent upon the child's experience with objects. Consideration should be given to objects the child finds attractive.

Carryover: Provide the child with an opportunity to observe how specific household objects are used. Ask the child to demonstrate how to use the object, i.e. broom, sweeper, rake.

Item: 19 **Category:** Object Description/Prerequisite[2]

BEHAVIOR Recognizes common objects by their general category.

Methods: Before the ability to recognize categories (animals, foods, etc.) develops, the child must first understand several items within that category. As a result, specifics of the category should be taught first.

1. Present a variety of objects that can be categorized according to a salient feature (food - things we eat; toys - things we play with). Ask the child to select the ones that go together or the ones that "you can eat, play with, wear, etc."
2. The same procedure can be used with pictures representing the objects.
3. Depending on the child's developmental level, change the complexity of the classifying feature (example: big objects versus little ones; red/blue; boys/girls; etc.).

Refinement: Change the complexity of category determiner, e.g. have the child categorize foods that are eaten during breakfast, lunch, dinner. etc.

Carryover: Have the child sort objects such as beads and blocks. Have the child place objects in their appropriate category.

Item: 20 **Category:** Comprehension of Modifiers/Criterion

BEHAVIOR Responds to commands to carry out actions qualified by adverbs.

Methods:

1. Adjectives such as fast, slow, loud, and soft that can be used to describe an activity must be initially taught, prior to their use in adverb forms.

2. Teach concepts by using a verbal cue ("walking quickly"), by physical assistance (supporting and pushing the child's shoulders - aiding her body to go quickly) and by demonstration (walking quickly also). After several trials, ask the child to carry out activity as described by the adverb.

3. Teach concepts by using a verbal cue and physical assistance in encouraging the child to carry out actions qualified by adverbs (walking quickly).

4. Teach concepts by demonstration only, such as walking quickly or singing very softly. Use gestures as well, such as "the quiet gesture," to demonstrate "softly." Emphasize the adverb while engaging in the activity. For example, children may elect which one moves slowly. Request children to perform the activity in the same fashion as the instructor. Repeat the label so that it corresponds to the action. Gradually fade instructor's participation. Request the child to carry out activity as described by the adverb.

Refinement: Have the children follow the teacher when playing "Simon Says" with emphasis on how things are done.

Carryover: Use adverbs frequently in commands. Ex: Line up quickly, hurry, hurry - we have to do this fast.

Item: 20 **Category:** Comprehension of Modifiers/Prerequisite[1]

BEHAVIOR Understands a variety of adjectives.

Methods:

1. Structure a motor activity which requires a child to perform a movement fast, slow, loud, or soft.
2. Present situations and pictures in which the child is to observe how something is being done. Ask the child to demonstrate or identify the situation or picture.
3. The following list suggests possible adjectives:

   Age-----------------old, young, new
   Taste---------------sweet, sour, salty
   Smell---------------good, bad
   Attractiveness------pretty, ugly
   Speed---------------fast, slow
   Temperature---------hot, cold
   Affect--------------happy, sad, angry, afraid

4. Demonstrate or identify each of the above contrasts for the child.
5. Use pictures representing items that could be described with the above words. Have the child sort them.

Refinement: Increase the number of descriptors introduced to the child. Incorporate these terms into your language so that the child becomes familiar with them in natural situations.

Carryover: As the child discusses or tells you about what she did expand upon what the child says by adding adjectives which qualify the action, i.e., child states, "I threw the ball" adult says, "You threw the ball fast."

Item: 21 **Category:** Complex Commands/Criterion

BEHAVIOR

Carries out a series of three unrelated commands on four of four trials.

Methods:

1. Have the child go around the room and bring three items back to you. Use verbal rehearsal or give picture cards for cues of what to bring back. Challenge the child to remember all three items without looking at the pictures.

2. Give a series of three directions to the child. All of the commands should be carried out without leaving the working area. For example, put several items on a table and give three commands which relate to those items.

3. Rehearse the commands with the child a second time before having the child carry them out. Use verbal cues as the child does each command. Reinforce each step and then ask, "What are you going to do next?" (This strategy may interfere with some children's performance.)

4. Use Methods #1-3. Select three pieces of music which may be cued with the three commands. Play the music when the child is being taught the commands. Once aid is gradually being faded and the child still needs assistance, the music may be played to prompt the child.

Refinement: Provide opportunities for the child to carry out the commands in cooperation with another child.

Give the three directions to one child and have her give them to another child to carry out.

Carryover: Have the child be a helper at home or school. Give a series of commands to the child.

Item: 21 **Category:** Complex Commands/Prerequisite[1]

BEHAVIOR Carries out a series of two commands.

Methods:
1. Prior to having the child carry out two commands, test comprehension of the single components used.
2. Give the commands selected and physically guide the child through the task.
3. Give the commands and provide the child with gestural prompts to assist in carrying out the action. For example, if giving the command to close the door and get the ball, point first to the door and when the child has closed it, point to the ball.
4. Have the child repeat the directions back to the adult before completing the actions.

Refinement: Increase the distances the child must go to complete the commands and the length of time between giving and carrying out the directives.

Carryover: Have the child be a helper during home or classroom activities. Give directions to the child in a series of two.

Item: 21 **Category:** Complex Commands/Prerequisite[2]

BEHAVIOR Carries out command qualified by time and action ("When I clap my hands, stand up").

Methods:

1. Give the child the command and model how to carry out the command, emphasizing the qualifying statement.
2. Physically guide the child through the task. Emphasize waiting until the adult performs a particular behavior before the child can carry out the command.
3. Present complex commands which have not been used in Method #1-2. Follow Method #2 in obtaining a response from the child. (i.e. "When the teacher comes in the door, smile." Reinforce the child for smiling at the correct time.)

Refinement: Practice the skill with a group of children after the child demonstrates proficiency in individual teaching settings.

Carryover: Whenever possible during home or classroom activities, give directions of this type and assist the child to carry them out as necessary.

Item: 21 **Category:** Complex Commands/Prerequisite[3]

BEHAVIOR Responds appropriately to either/or command.

Methods: Either is often implied and not stated. It may be easier to teach the child the meaning of or by omitting either to keep the sentences shorter. This behavior requires a high skill level.

1. Begin with very simple commands, such as, "Pick up the ball or the cup." Emphasize the word or. Physically guide the child through the task. Reinforce the response of giving only one item.
2. Prompt the child to respond by giving verbal cues, such as, "Give me only one. You decide," etc. Be sure the child is not responding to the first item stated because of its order.
3. To encourage the child to make a choice, use one item that is highly preferred and one item that is undesirable to the child. Vary the order in which you present the preferred and nonpreferred item.
4. Vary "either/or" commands with "both/and" commands to be sure child can discriminate between them.

Refinement: Let the child be the teacher and give "either/or" commands to other children.

Carryover: Ask the child "either/or" questions when the situation allows it and have her make a choice.

Item: 22 **Category:** Comprehension of Pronouns/Criterion

BEHAVIOR Understands pronouns him, her, he, she.

Methods:

1. Through the substitution and interchange of proper names and gender labels (boys, girls), the child will become familiar with and understand the pronominal referent. These substitutions and interchanges should be frequently used.
2. Pronouns should be requested using pictures and dolls, as in Method #2.
4. Activities where children request one another to give things to her, him, etc. will provide experience for pronoun use and understanding.

Refinement: Develop understanding of pronouns such as we, they, them.

Carryover: Parent should be alert to pronoun usage in child's spontaneous conversation and model appropriate pronouns by emphasizing correct use.

Item: 22 **Category:** Comprehension of Pronouns/Prerequisite[1]

BEHAVIOR Understands own gender.

Methods:

1. Prior to identifying and using specific gender labels and pronoun terms, the child must understand her own gender. This understanding results from previously heard phrases, such as "good boy," "good girl," etc.
2. Playing games in which the boys stand up, then all the girls stand up, will also be beneficial in the child's understanding of gender.
3. Have each child identify him/herself as boy or girl, as well as other boys and girls in pictures. This will provide opportunity for the understanding of these terms.

Refinement: Have the child recognize other individuals by gender. Teach the concept of man/woman to refer to adults.

Carryover: As a home activity, look through photo albums and have the child identify who is a boy and who is a girl.

Item: 22 **Category:** Comprehension of Pronouns/Prerequisite[2]

BEHAVIOR Understands the gender of others.

Methods: Activities that encourage the identification of boys, girls, men, and women are necessary prior to understanding and using pronouns.

1. Looking through picture books and identifying boys and girls in the classroom will be helpful. Phrases such as, "John is a boy," "Mary is a girl," will aid in recognition of gender.
2. Substituting pronouns for names - such as, "Sally is not here - she is sick" - will provide receptive knowledge of pronouns. Repetition and substitution will facilitate the understanding of referents.
3. Activities in which the child is asked to point to a boy or a girl will provide opportunities for understanding of those labels.

Refinement: Identification of adults as men and women.

Selection of correct pictures from a group of men, women, boys, and girls, with all categories represented.

Carryover: Label dolls for the child - touching each one and saying whether the doll is a boy or a girl.

Repeat using family members.

Receptive

COMMUNICATION

Item: 23 **Category:** Comprehension of Possessives/Criterion

BEHAVIOR Understands pronouns her, his, their, your.

Methods: Prior to the use of these structures, understanding of their referents must be determined, i.e., the child has concept of boy/girl and singular/plural.

1. Possession of objects, toys, clothing, etc. must be pre-determined. Questioning to elicit ownership referents will provide targeted response.
2. Situations in which understanding of the pronoun is determined may include circle games, line games, and team games where certain items are passed to one another. The arrangement and alignment of children can be changed so that the correct possessive pronoun is used within that situation. Ex. "It's her turn." "Their circle is over in the corner."
3. Use pictures of a boy, a girl, and groups of people. Use a carrier phrase, such as, "Here is a boy; this is his wagon." "This wagon is his."
4. Teach only one pronoun at a time. Model "hers" and "not hers," before introducing a contrasting pronoun such as "his".

Refinement: During routine activities such as clean-up, lunch, or snack, direct the child to follow a direction incorporating use of pronouns, i.e. "Get his coat."

Carryover: Have the child locate items described by pronouns, i.e., "Get your ball." "Find her hat."

Item: 23 **Category:** Comprehension of Possessives/Prerequisite[1]

BEHAVIOR Uses the possessive form of apostrophe "s."

Methods:

1. Possession of objects must be pre-determined. Statements structured, such as, "This is Sally's coat." will aid in understanding the possessive "'s" form.
2. Activities to encourage possession may help. "This is mine," "This is yours," will facilitate the concept of ownership.
3. To aid in the development of possessives, as materials are distributed, the child's name can be added. ("This is Mary's.")

Refinement: Model possessive forms showing ownership by other children, i.e., "This is Jamie's car and that is Susie's truck."

Carryover: Allow children to possess certain objects and toys which belong specifically to them. Possession rights will be determined among them.

Item: 24 **Category:** Questions/Criterion

BEHAVIOR

Asks "What is" and "What do" questions at least one time during a day.

Methods:

1. Ask frequent questions of the child, both to model question forms and to determine knowledge of specific labels and actions. The child must have some competency with responding to these forms before initiating a question.

   "What is" and "what do" questions to children frequently elicit single-word responses. Request additional information as a language stimulation technique.

2. Present the child with novel situations and objects to prompt question asking. Have her request from you the name of the object or information about it. Do not automatically tell her about the situation.
3. Arrange situations between children so that information must be requested of the other through the use of questions.
4. Have a puppet ask questions of the child. After the child has become comfortable in talking with an adult who is manipulating the puppet, tell the child that she must have questions for the puppet. If the child has trouble in thinking of questions for the puppet, you may aid her.

Refinement: To assist the child developmentally, begin asking "where" questions so that she gains knowledge of location.

Carryover: Arrange situations so that the child must gather information from children or adults. Example: playing store or waiter where child requests, "What do you want?"

Item: 24 **Category:** Questions/Prerequisite[1]

BEHAVIOR

Asks questions using rising intonation (rather than total question, i.e., "ball?" instead of "Where is ball?"

Methods:

1. Have the child imitate inflectional patterns or rhythm of voice. The rhythm of voice is more important. Vary your production so that final syllable is rising.
2. Ask the child many questions through the day using rising intonations. "Do you want to go outside? Where is your teddy bear?" Encourage her to imitate.
3. Draw the child's attention to inquiring look on individual's face as questions of this form are asked. Through this procedure, the child's attention is drawn to the non-verbal aspects of language which provide additional important information.

Refinement: Expand this less mature pattern into adult-like question forms. For example: "Car?" - "Is this a car?" "Yes, it's a car" - "We go bye-bye in the car?" Have children answer.

Carryover: Facilitate questioning by having available new and unfamiliar items.

Item: 25 **Category:** Pronouns/Criterion

BEHAVIOR Uses pronouns I, me, mine, rather than own name once during the day.

Methods:
1. Using a mirror, point to and name you and me, your face and my face, your hands and my hands. Encourage imitation.
2. When the child picks up something that belongs to you, tell her, "This is mine." Give her one of her toys and say, "This is yours." Imitate appropriately.
3. Hide the child's objects in sand. As each one is uncovered, have the child hold the item close to her heart and say, "Mine."

At early stages, do not become upset if the child shows I/me confusion. It is a common step in the developmental process.

Refinement: Use a hand puppet to encourage the child to use "mine." Avoid negative reinforcement when child uses an inappropriate term. Have the puppet praise the child as often as possible.

Carryover: Show the child pictures of herself doing several things. Ask child to tell you what she is doing, encouraging the use of pronouns.

Item: 25 **Category:** Pronouns/Prerequisite[1]

BEHAVIOR Says own name to refer to self.

Methods:

1. Refer to the child by her name instead of as "baby" or other term. Use the name frequently while dressing, feeding, bathing, and playing. (e.g. Sally's eating.) Ask the child to repeat.
2. Seat the child in front of a mirror. Point to her and say, "Here's Sally." or "This is Sally." Also ask, "Where's Sally?" and guide the child to point to herself if she does not do so independently. Ask "Who is that in the mirror?"
3. Ask the child what her name is. Model the response for her - "Your name is ______________." Have the child repeat the name.
4. In play interactions, encourage the child to tell about what she is doing. If the child responds with a phrase such as "playing cars" ask, "Who's playing cars?" If the child does not respond say, "Sally's playing cars."

> If the child already uses "I" to refer to herself, do not teach child to use her name as a response.

Refinement: Have the child use her own name to tell which of a set of objects belongs to her.

Carryover: In daily activities refer to the child by name and use her name in referring to her belongings. For example, at meals label objects such as Sally's cup. When the child meets people, let her tell them her name.

Item: 25 **Category:** Pronouns/Prerequisite^2

BEHAVIOR

Shows awareness that certain objects are property of the child.

Methods: The earliest definition of ownership is based on who presently has immediate contact with the object.

1. Put out two to three items. Pick one up and say, "Mine." Have the child pick up an item and imitate "mine." Encourage the child to respond verbally.
2. When the child uses the gestures which indicate possession (e.g. pulling item closer to body, tugging at toy), state the word "mine." Sing songs which relay the possession concept while child's gestures alert you to her train of thought. (e.g. My Teddy Bear, etc.) End the activity with Method #1. Encourage the child to imitate.
3. Play records which have the concept relayed within it. Gesture and sing along with the record. Encourage the child to do the same.

Refinement: Teach the child that some items do not belong to her. Establish that certain objects are property of the child: toys, clothing, etc. Ask the child, "Whose ______ is this?" when the item is not being held or worn.

Carryover: Evidence of awareness should be looked for in routine situations, such as the child refusing to forfeit a toy she is playing with. When giving the child items during the day, make a point of telling her it is hers. Ask her to imitate.

Item: 26 **Category:** Songs - Rhymes/Criterion

BEHAVIOR

Sings songs, says nursery rhymes, or does finger plays on one of two trials.

Methods:

1. Regularly engage the child in circle time in small group situations. Slow speed of song, rhymes, or finger play so that words are easily intelligible. Initially select one phrase of song, rhyme, play, etc. to have the child join in. Fade your participation so that the child takes greater responsibility. Use the same activities repeatedly so that familiarity is insured. Also, use songs that have a meaning to children as opposed to nonsense songs such as "Jimmie Crack Corn."
2. Have music, records, etc. available for child's free play.
3. Allow children to play teacher in selecting activities, songs, plays, etc.
4. Use props, tape on the floor, and costumes to teach the children songs, rhymes, and finger games.

Refinement: Encourage sharing by allowing children to teach each other their favorite songs. Encourage situation of specific song, etc. to be sung by the children that day.

Carryover: Encourage learning and teaching of these activities at home and from other children. If the child knows a different verse or begins to sing an unfamiliar version, encourage continuation. Have music, records, etc. available.

Item: 26 **Category:** Songs-Rhymes/Prerequisite[1]

BEHAVIOR Participates in nursery rhymes and simple songs by actions or vocalization.

Methods:

1. Provide small group situations where these activities are regularly used. Slow the speed so that the child has opportunity to join in. If necessary, physically model the response. Fade your models, until the child participates based on verbal cues.
2. Body part songs, transportation songs, Hap Palmer, Ella Jenkins records, etc. are good receptive language instruction materials. (Some children appear to respond better to language which has a very definite melody.) Concepts such as these can be taught through music and rhymes.
3. Omit final or important details of songs, rhymes, etc., requesting the children to show you what comes next.
4. Have pictures that show the actions requested by the songs, etc. Show these to the children as the request is made. Have them label the actions.
5. Select one child to demonstrate the song as it is sung.
6. Praise children for their participation.

Refinement: Make up simple classroom songs that concern the activities or concepts that are being taught in your classroom.

Carryover: Provide records, etc. for free time enjoyment. Make individual plays or songs for each child.

Item: 27 **Category:** Verb Tenses/Criterion

BEHAVIOR

Uses will to mark future tense in four of five instances.

Methods: Going to, have to, and want to are often the earliest forms of expressing the future tense.

1. Model the use of the future tense during classroom activity. Describe a situation with an action that will happen and describe it when it does happen. Have the child imitate.
2. Have the child repeat phrases containing "will" to describe future action.
3. Whenever the child indicates future activities without using "will," model appropriate sentence formation for her and have her repeat.
4. Participate with the child in creating a story using hand puppets. Accent the created situation which illustrates future intentions. State the target word (will) immediately after its usage in a sentence. Encourage the child to repeat the sentence and word and create a sentence of her own if she is able.

Refinement: Teach contrasts between "can" and "will." ("Can" for ability to do something.)

Carryover: Discuss upcoming activities with the child, using "will" to describe the action.

Item: 27 **Category:** Verb Tenses/Prerequisite[1]

BEHAVIOR

Uses present progressive tense (is + verb + ing) to describe action.

MethoDs: Initially teach this structure with verbs the child knows, though she does not use the participle (e.g. the child says "run," but not "is running").

1. Simulate an action, e.g. toy car going down hill, in a sandbox by using sand, toys, and dolls. Model verbs. Have the child imitate.
2. Make a book of pictures of common actions or if possible use photos of the child or familiar people. Model the target phrases for the child. Have the child repeat the Sentences. Reduce assistance until the child independently uses appropriate target phrase.
3. Have the child describe activities going on in classroom. Model a target phrase and have the chiLd repeat.
4. Let other children take turns performing various actions (pantomime). Let the chiLd describe the actions.

Refinement: Use a film and projector that can easily be stopped to arrest the ongoing action. Have the children take turns naming the action, using the present progressive tense.

CArryover: Model this verb tense for the child in appropriate situations throughout the day.

Item: 27 **Category:** Verb Tenses/Prerequisite^2

BEHAVIOR

Uses regular past tense forms (verb + ed) to describe completed action.

Methods:

1. Begin with verbs which are easy to demonstrate such as walk, jump, touch, etc. While the action is ongoing, use the present tense. When the action is completed, model the past tense form for the child. Have the child repeat the model.
2. Use pairs of pictures which illustrate ongoing and completed actions. Model phrases for the child using the past tense. Have the child repeat your model.
3. With a group of children, have each child perform a behavior. Have the target child tell what each of the other children did, using the appropriate tense.

Refinement: Expand the child's utterances to include more information. If the child says "She jumped," expand to, "She jumped over the rope."

Carryover: At the end of the day, have the child use past tenses to tell about what she did that day. Similar questions could be asked at the beginning of the day regarding what the child did yesterday.

Item: 27 **Category:** Verb Tenses/Prerequisite^3

BEHAVIOR Uses irregular past tense forms (went, was, etc.).

Methods:

> When the rule for forming past tenses is learned (adding "ed"), children may overgeneralize and incorrectly form irregular past tenses, which they previously produced correctly. This is temporary.

1. As activities of the day are completed or as each child completes an activity, have the child report to the adult or group that "I ate my ______" or "I drank my _______." Have one child be the monitor and let her report what has happened.
2. Present an object which is new to the child. Describe a story about the object using irregular past tense forms. Accent the target words. Repeat two main sentences which contain the irregular past tense and encourage the child again to repeat the sentences one at a time.
3. Follow Method #2, using another object or picture to learn other irregular past tense forms.

Refinement: Teach verbs which are less common as the child masters the common irregular verbs.

Carryover: At the end of the day, have the child review what she did that day. Note the frequency of past tense forms used. Model correct form for the child if she uses incorrect tense.

Item: 28 **Category:** Prepositions/Criterion

BEHAVIOR

Uses prepositions to describe the locations of in, on, and under on one of two trials.

Methods:

1. Point out various objects to the child and use the appropriate preposition to describe their location. Have the child repeat.
2. Work with one preposition at a time. Model phrases such as "This is in. This is not in." Have the child point to and state "in" and "not in."
3. Have the child position herself in, on, and under a variety of objects. First, place the child and name the position for her. Next, have her carry out the command to get in, on, or under. Finally, have her tell you what position she is in.
4. Use objects and toys. First, have the child carry out commands to place objects. Then, have her describe the location of objects she has placed in response to "where?"
5. Teach this skill with pictured stimuli only after the child is successful with her own body and with objects.

In the beginning stages of teaching, be sure to introduce one preposition at a time, only introducing an additional one when previous prepositions are consistently used.

Refinement: Vary the specific terms used above to include beside, in front, in back, below, etc. as interchangeable with above terms.

Present a situation in which all three locations are represented and have the child select one as requested. Ex: "Show me the block in the box," with blocks that are in, on, and under the box.

Carryover: Provide opportunity for the child to retrieve things which have been placed in these relationships. Present box that has no lid. Ask the child to place something on it. Child must learn to turn box over to achieve the request.

Item: 29 **Category:** Plurals/Criterion

BEHAVIOR

Uses regular plurals in spontaneous or conversational speech.

Methods:

Prerequisite: that the child can produce "s" and "z" sounds or at least use an approximation of them and does not omit these sounds in spontaneous speech.

1. Make a simple scrapbook with a picture of one animal on one page and of several of the same animal on the next page. Turn through the book with the child and name the animals. ("Here's a dog. Here are two dogs.")
2. Turn through the scrapbook and ask the child, "Where is the dog?" "Where are the dogs?" etc. Emphasize the addition of the "s" so that the child becomes attuned to the subtle aspects of language.
3. Turn through a book and ask the child what is pictured on the last page. Listen for a different response for plurals.
4. Use actual objects. Have the child give you truck, trucks, etc. When the child demonstrates accuracy in comprehension, begin working on production. Have the child describe pictures and objects using singular and plural noun forms.
5. Make up short stories with the child using the single words taught. Note frequency of correct usage in this cued setting.

Refinement: The child will regularize all plurals at the developmental age (deers, fishes, gooses, hippopotamusses). Model correct irregular plural for the child.

Carryover: Provide opportunities in which the plural concepts can be modeled and elicited. This can be done in any situation in which you have two or more of the objects, pictures, etc.

Item: 30 **Category:** Uses Simple Questions/Criterion

BEHAVIOR Asks "where" questions in spontaneous speech.

Methods: The child should have at least an understanding of several location words to perform this skill.

1. Model asking and answering "where" questions for the child. For example, when getting common items, ask, "Where is the ___?" "It's on the table."

2. Have the child answer "where" questions. Put a number of items in various locations where the child can see them. Have the child tell you where the object is before she retrieves it. Model the answer and have her repeat it if the child does not respond.

3. Play a hiding game with the child. Take turns hiding an object. Then ask one another, "Where is the _________?" to get clues to find it. Reward the child for asking, "Where," in addition to finding the object.

4. During the week, ask a "where" question prior to the routine of bringing the prepared snack into the room. At first, have a child ask the question, "Where is the snack?" together with you. After one or two days ask the child, "What is the question we need to ask before snack or at this time?" Wait for the child's response.

Refinement: Increase the difficulty of the task by requiring the child to ask "where" questions with verb tenses other than the present tense.

Carryover: In the course of interactions with the child, model correct formation of "where" questions and have the child repeat them.

Item: 30 **Category:** Uses Simple Questions/Prerequisite[1]

BEHAVIOR Asks "who" questions.

Methods:
1. Model asking and answering "who" questions for the child.
2. Have the child answer "who" questions. Ask, "Who is this?" with people, photographs, or with favorite cartoon or TV characters.
3. Let the child be the teacher. Let him ask you, "Who is this?"
4. With a group of children, have all children close eyes. Have one child perform an activity or make a sound. Have the children take turns asking, "Who (did or said) that?"
5. Use a contrasting situation in which the child must distinguish whether a "who" or a "what" question should be asked. Use pictures of both people and objects.

Refinement: Have the child formulate "who" questions using verb tenses other than the present tense.

Carryover: When the child indicates that she wants to know "who" by using other than correct formations, model the correct question form and have the child repeat it.

Item: 31 **Category:** Uses Negation to Form Sentences/Criterion

BEHAVIOR

Uses no and not in proper location to form negative sentences in four of five trials.

Methods: The child should be able to spontaneously use the affirmative sentence form prior to teaching the negative form of the same sentence.

1. With pictures or objects, cue the child with the question, "Is this a ball?" The child should respond with, "This is not a ball." Say the response and have the child repeat it.
2. In the same procedure as above, cue the child with the question, "Is she sitting?" The child should respond with "She is not sitting." Say the response and have the child repeat it.
3. Use two puppets. Explain that one puppet always disagrees. Let the child use that puppet. Have your puppet make a positive statement. The child should have her puppet say the negative statement. For example, "I like candy." - "I do not like candy."

Refinement: Increase the complexity of concepts being negated. For example, "Is this big?"

Carryover: Model negative sentences for the child during routine activities. For example, when dressing, ask the child if a shirt is a shoe. The child can answer with the negative sentence.

Item: 32 **Category:** Expresses Object Description/Criterion

BEHAVIOR

Tells at least three characteristics of five different objects on two of three trials.

Methods: The characteristics chosen as target responses will depend on the child's developmental level.

Specific concepts, such as size, shape, color, texture, etc., must be taught prior to their use in relation to an object. Teaching strategies, such as modeling, matching, discrimination, and receptive identification, must precede expressive use. After teaching specific concepts, the following activities may be used.

1. Present child with objects and pictures that have at least three descriptive components (example: color, size, weight). Use phrases such as, "Tell me about this" to elicit longer, more complex utterances. Prompt for additional information.
2. Cue the child with questions such as, "Is it big?" etc.
3. Specify categories of attributes for the child to provide more structure. Tell the child, "Give me all the small blocks." Then ask, "What did you give me?" Assist the child in using attributes to describe objects.

Refinement: Require the child to use more complex descriptors, such as what one could do with an item, what class it belongs to, etc. Model appropriate responses as needed.

Carryover: Make a point of using several modifiers in describing objects for the child. When the child uses a single modifier, question her to encourage further description.

Item: 32 **Category:** Expresses Object Description/Prerequisite[1]

BEHAVIOR Names objects

Methods: Prior to naming objects, the child must first have some familiarity with them. Whether this is through play or repeated verbal exposure is dependent on many variables. However, it is important to remember that children do not talk without knowledge of the subject.

1. Collect several objects. Place them in a sandbox one at a time. As the child finds a particular object in the sand, write in sand the name of the object, using the child's finger. State the name of the object and encourage the child to repeat the name. Go through the same process with each object.
2. Follow Method #1 without repeating the object's name. Wait for a response from the child. Prompt the child by asking for the name of the object.
3. As you work with child, label objects, actions, and activities in single words or short phrases. Provide repeated exposure to these labels. As the child attempts to imitate or repeat labels, reinforce attempts.
4. Ask the child questions such as, "What's this?" etc. and provide time for answer. Objects can be selected from a bag, and the label requested. "What's this" games can be played in a variety of settings.

Asking specific questions will yield single-word answers.

Refer to Stage ____, Expressive category ____, for additional suggestions in developing expressive vocabulary.

Refinement: Provide the child with experiences which increase her expressive vocabulary as well as receptive understanding.

Carryover: In all situations, provide language stimulation for the child. As new information is provided, ask the child to tell you what the object is called. Ask her to label it for you.

Item: 32 **Category:** Expresses Object Description/Prerequisite[2]

BEHAVIOR Tells function of common objects.

Methods:

1. Several objects or pictures should be presented to the child. The functions of these should be given, with the child identifying the corresponding object. Example: "Show me which one we use to drink." Child points to picture or cup itself. Have child imitate your function statement. As child is able to complete this task, the situation should be changed to the following.
2. Request that child show you what you do with the objects. Present familiar common objects/pictures such as comb, cup, shoes, etc. Once again, have child imitate verbal expression.
3. Provide opportunity for child to describe what she does with other objects. The description can be to teacher or other children. Model appropriate statement, as needed.
4. Grab bag games in which an object is selected and not shown but rather described to other children can be useful in eliciting description of function, adjectives, etc. The other children must guess the name of the object.

Refinement: Increase the complexity of questions about function of objects. This will be dependent upon the child's experience with objects. Consideration should be given to objects the child finds attractive.

Carryover: Give an opportunity to describe what she did with a particular object - how she used it.

Item: 32 **Category:** Expresses Object Description/Prerequisite[3]

BEHAVIOR Tells category to which objects belong.

Methods: Before the ability to classify by label (animals, foods, etc.) develops, the child must first understand several items within that category. As a result, specifics of the category should be taught first.

1. Present a variety of objects that can be categorized according to a salient feature (food - things we eat; toys - things we play with). Ask the child to select the ones that go together. As task is completed, model what these thing are, or how they were divided. Have the child imitate.

2. The same procedure can be used with pictures representing the objects. Request the child to tell you what these things are, or how they were divided. Provide response for imitation when needed.

3. Depending on the child's developmental level, change the complexity of the classifying feature (example: big objects versus little ones; red/blue; boys/girls; etc.). Have the child express the specific feature.

4. Having the child use puppets, ask the child to tell you what categories objects are in. Present objects which would be pleasing to the puppet (e.g. rabbit (puppet) carrot (object)).

Refinement: Change the complexity of category determiner, e.g. have the child categorize foods that are eaten during breakfast, lunch, dinner. etc. Have the child tell you what category the objects are in.

Carryover: Have the child sort objects such as beads and blocks and tell you where each object belongs.

Item: 33 **Category:** Modifiers/Criterion

BEHAVIOR Responds to commands to carry out actions qualified by adverbs.

Methods:

1. Adjectives such as fast, slow, loud, soft that can be used to describe an activity must be initially taught, prior to their use in adverb forms. Have the child imitate expressive use of such adverbs.

2. Teach concepts by using a verbal cue ("walking quickly"), by physical assistance (supporting and pushing the child's shoulders - aiding her body to go quickly) and by demonstration (walking quickly also). After several trials, ask the child to carry out activity as described by the adverb. Then have him repeat the phrase, as he performs the action.

3. Teach concepts by using a verbal cue and physical assistance in encouraging the child to carry out actions qualified by adverbs (walking quickly). Have the child imitate the verbal description.

4. Teach concepts by demonstration only, such as walking quickly or singing very softly. Use gestures as well, such as "the quiet gesture," to demonstrate "softly." Emphasize the adverb while engaging in the activity. For example, children may elect which one moves slowly. Request children to perform the activity in the same fashion as the instructor. Repeat the label so that it corresponds to the action. Gradually fade instructor's participation. Request child to carry out activity as described by the adverb. Then have child describe how he performed the activity.

Refinement: Have the teacher play "Simon Says." Emphasis on how things are done.

Carryover: Use adverbs frequently in commands. Ex: Line up quickly, hurry, hurry - we have to do this fast. Have child repeat how he has to perform an activity.

Item: 33 **Category:** Uses Modifiers/Prerequisite[1]

BEHAVIOR Uses a variety of adjectives.

Methods: Receptive understanding must first be determined.

1. Structure situations in which you request how an activity is to be performed. Have the child repeat statement before or while completing the activity.

2. Present situations, pictures, and observations in which the child is requested to describe how something is being done. If the target information is not given, question more specifically to obtain it. Ex. "How did we ring the bell?" If necessary, provide a contrasting statement for the child to make a choice: Ex.: Was it loud or soft?

3. The following list suggests possible adjectives:

Age	old, young, new
Taste	sweet, sour, salty
Smell	good, bad
Attractiveness	pretty, ugly
Speed	fast, slow
Temperature	hot, cold
Affect	happy, sad, angry, afraid

4. Demonstrate each of the above contrasts for the child and name them. Have the child repeat the name. Eliminate the model and have the child name the attributes spontaneously.

5. Use pictures representing items that could be described with the above words. Have the child sort and name them.

Refinement: Increase the number of descriptors introduced to the child. Incorporate these terms into your language so that the child becomes familiar with them in natural situations. Have the child use these terms to answer questions about what you've told him.

Carryover: As the child discusses or tells you about things, ask specific questions that will relate to the use of this response. As this is an expressive behavior, care must be taken to provide opportunities for the use of concept descriptions.

Item: 34 **Category:** Uses Pronouns/Criterion

BEHAVIOR Regularly uses pronouns him, her, he, and she correctly.

Methods:

1. Through the substitution and interchange of proper names and gender labels (boys, girls), the child will become familiar with and understand the pronominal referent. These substitutions and interchanges should be frequently used, with the child requested to imitate the model.
2. Provide opportunities for the child to describe in phrases or sentences what other children are doing. Example: "Who is crying?" Child's response: "He/she is ______."
3. Pronouns should be requested using pictures, puppets, and dolls, as in Method #2. If needed, model appropriate response.
4. Activities where children request one another to give things to her, him, etc. will provide experience for pronoun use and understanding.

Refinement: Expression of pronouns such as we, they, them. Provide opportunities for the child to imitate and describe.

Carryover: Attention of parent to frequency of pronoun usage in child's spontaneous conversation.

Correct improperly used forms in the child's spontaneous speech.

Item: 34 **Category:** Uses Pronouns/Prerequisite[1]

BEHAVIOR Tells own sex.

Methods:

1. Prior to identifying and using specific gender labels and pronoun terms, the child must understand her own gender. This understanding results from previously heard phrases, such as "good boy," "good girl," etc. Have the child imitate what gender he is.
2. Playing games in which the boys stand up, then all the girls stand up, will also be beneficial in the child's understanding of gender. Then ask the child what group he belongs in.
3. Periodically ask the child to tell you whether a significant person in her life is a girl or not. Accent correct responses.
4. Have each child identify him/herself as boy or girl, as well as responding to, "Are you a boy/girl?" This will provide opportunity for the use of these terms.

Refinement: Have the child tell about other individuals by gender. Use a contrasting statement to offer a choice, if necessary. For example, "Is he a boy or girl." Teach the concept of man/woman to refer to adults.

Carryover: As a home activity, look through photo albums and have the child tell who is a boy and who is a girl.

Item: 34 **Category:** Uses Pronouns/Prerequisite^2

BEHAVIOR Tells the sex of others.

Methods: Activities that encourage the identification of boys, girls, men, and women are necessary prior to understanding and using pronouns.

1. Looking through picture books and identifying boys and girls in the classroom will be helpful. Phrases such as, "John is a boy," "Mary is a girl," will aid in recognition of gender. Have the child imitate such statements.
2. Substituting pronouns for names - such as, "Sally is not here - she is sick" - will provide receptive knowledge of pronouns. Repetition and substitution will facilitate the understanding of referents. Imitation will encourage expression of referents.
3. Activities in which child is asked to answer questions such as "Is this a boy or a girl?" will provide opportunities for the use of those labels.

Refinement: Identification of adults as men and women. Develop the expressive concept of such labels, through imitation.

Selection of correct pictures from a group of men, women, boys, and girls, with all categories represented. Then elicit the expressive use of the categories through questions.

Carryover: Labeling of classmates - touching each one and saying whether the child is a boy or a girl. Proceed from imitative to spontaneous expression.

Present opposite analogies, such as, a daddy is a man, a mommy is a ______________.

Item: 35 **Category:** Uses Possessives/Criterion

BEHAVIOR

Uses possessive pronouns her, his, their, your, and their.

Methods: Prior to the use of these structures, understanding of their referents must be determined, i.e., the child has concept of boy/girl and singular/plural.

1. Possession of objects, toys, clothing, etc. must be pre-determined. Questioning to elicit ownership referents will provide targeted response. Supply imitative model when questionning is unsuccessful.
2. Situations in which understanding of the pronoun is determined may include circle games, line games, and team games where certain items are passed to one another. The arrangement and alignment of children can be changed so that the correct possessive pronoun is used within that situation. Ex. "It's her turn." "Their circle is over in the corner." Follow up comprehension with questions to elicit correct use of pronouns.
3. Use pictures of a boy, a girl, and groups of people. Use a carrier phrase, such as, "Here is a boy; this is his wagon." "This wagon is his." Omit the last word and let the child fill in the proper pronoun. Model the correct response and have the child repeat it if an incorrect response is given.
4. Teach only one pronoun at a time. Teach "hers" and "not hers," before introducing a contrasting pronoun such as "his".

Refinement: Teach possessive pronouns and interchange the request for a pronoun so all pronouns will be learned and used in the child's vocabulary. Use Methods #1-4.

Carryover: Provide opportunities for children to divide items. Model, and then require the child to repeat phrases such as "This is yours, that's hers." etc.

Item: 35 **Category:** Uses Possessives/Prerequisite[1]

BEHAVIOR Uses the possessive form of apostrophe "s."

Methods:

Prior to use of this grammatical form, the receptive concept of possession must be determined; use of my, mine, his, etc. will aid in that understanding.

1. Possession of objects must be pre-determined. Statements and questions structured, such as, "This is Sally's coat." "Whose coat is it? - It is _______'s," will aid in eliciting the possessive "'s" form. Model for imitation.
2. Activities to encourage possession may help. "This is mine," "This is yours," will facilitate the concept of ownership as well as production of that structure. Provide opportunities for both imitative and spontaneous use.
3. To aid in the development of possessives, as materials are distributed, the child's name can be added. ("This is Mary's.") Stimulate expression through eliciting a response to questions. (i.e. "Whose?")
4. Encourage the child to use the possessive form of apostrophe "s" by writing with chalk on a chalkboard, writing in sand, or writing using finger paints. Use Methods #1-3 in reinforcing the concept.

Refinement: Teach responses to questions that require possessive forms without the assistance mentioned in Method #1-4.

Carryover: Allow children to possess certain objects and toys which belong specifically to them. Possession rights will be determined among them. Then provide situations to express possessive forms.

COGNITION RESOURCE UNIT

A teacher who has worked with handicapped children (birth to five) or a psychologist should be consulted when questions arise concerning a child's questionable reactions to the stimulation of the following behaviors.

Activities in the Communication Curriculum Unit should be used in conjunction with activities in this unit to develop the child's cognitive skills.

The age ranges for which a normally developing child would be expected to achieve these behaviors is provided for criterion and prerequisite behaviors. A prerequisite behavior may be used as a criterion for the child who is developing within the prerequisite level.

Remember to reward and praise the child upon successful completion of the various activities.

COGNITION

Item: 1 **Category:** Response to Environment/Criterion

BEHAVIOR

Responds to new sound in environment with change in physical activity or vocalization. (0-3 Months)

Methods:

1. Place child on flat surface (table, floor, mat) in supine position (lying on the back). Make sudden sound, such as clapping or dropping book approximately three feet away. Repeat at different locations.
2. Place child in prone position on mat. Vocalize by calling name while your face is outside child's field of vision. Attempt to have child turn head to location of sound. Initially stroke cheek lightly to facilitate head turn.
3. Place child in prone position and jingle string of bells outside field of vision.
4. Place child in corner chair or have another adult hold child. Repeat gurgling, ahhh sounds, or any other sounds the child is making. Make eye contact as this verbal interaction occurs. Look and listen to child's cues (eyes widening, mouth movements).

Refinement: Place child on his back and hold a mirror within eight inches of baby's face. Tap the mirror while repeating sounds she has made previously. Encourage child to repeat sounds while reaching for mirror image.

Carryover: String bells at child's eye level, across bars of crib or on a nearby wall. Shake the bells while child is momentarily at rest.

COGNITION

Item: 1 **Category:** Response to Environment/Prerequisite[1]

BEHAVIOR

Responds to movement and sound of an object or a person by taste, smell, sight, touch or hearing. (0-3 Months)

Methods:

1. Place a small amount of baby food on a shallow baby spoon. Feed child with spoon twice. Hold spoon with baby food near mouth, then move spoon toward mouth. Wait for any response by child.
2. Place child in prone position. Give child a few ounces of liquid from bottle. Then remove bottle and place nipple slightly above and in front of infant. Wait for child to raise head. Allow child to drink from bottle.
3. Place small wind-up musical toy directly in front of child. Observe response when music ceases. Rewind toy if child responds.
4. Place child on mat and rub different fabrics on skin (legs, feet, hands, stomach). Observe response and reinforce any movements. Present another fabric which is visible to the child; reinforce any movement.

Use small towel roll under arms to aid child's head support and forward range of motion in arms.

Refinement: Vary the movement and sounds by increasing and decreasing each gradually.

Carryover: Have an older child softly stroke the infant's skin. Reinforce spontaneous response when child is near and cooing or calling the infant but not touching her.

Item: 2 **Category:** Causality/Criterion

BEHAVIOR Uses procedures (smiling, vocalizing, arm movement) to have an interesting game continued. (3-6 Months)

Methods:

1. Softly stroke the child's cheek or tummy. Encourage child to use procedures (smiling. vocalizing, arm movement) to reinitiate your stroking.
2. Play pat-a-cake, lightly tickle, or bounce on adult's lap (if child enjoys it). Stop the activity and observe whether the child produces a sound or moves to indicate she wants the activity repeated. If she does not, say, "Again? Show me." Encourage the child to indicate what she wants by vocalizing, kicking legs, waving arms, etc.
3. Start Method #1. Before repeating activity, wait for child's response. If she indicates the desire for the activity to be continued (by bouncing or making vague body movements), make a gesture, such as hitting your knees which bounced with the palm of your hand or waving your hands which did the clapping. Encourage child to imitate.
4. During the day, provide child with a verbal cue, e.g. "pat-a-cake, pat-a-cake," without gestures. Observe the child's response. Does the child associate the verbal cue with the activity previously initiated? If not, repeat above.

Caution: Do not bounce a child if it results in her throwing head back, arching back, or extending arms or legs.

Refinement: Follow Methods #1 and #2 and add a verbal cue, such as "Clap" or "Bounce." Start the activity and then stop. Start again if some vocal utterance is made by the child.

Carryover: When feeding child, stop and encourage her to reinitiate the activity by using procedures.

COGNITION

Item: 3 **Category:** Coordination of perception and motor habits/Criterion

BEHAVIOR

Visually directed reaching. (3-6 Months)

Methods:

1. Shake a rattle or bell within reaching distance of the child. Encourage her to reach for the object.
2. Dangle a familiar toy in front of the child and encourage her to reach for it.
3. Hold your arms out to the child before picking her up. Help her to reach up and forward if she is unable to do this by himself.
4. Place play dough on a surface (e.g., a piece of cardboard, a wall) within reaching distance of the child. Poke at the dough and tap on the infant's arm to encourage reaching.

Refinement: Place play dough on mirror. Position child within reaching distance. Vocalize to child while making eye contact. Then immediately focus on play dough and tap the dough. Encourage reaching for dough and vocalizing.

Carryover: Hang a brightly colored toy or mobile above the child's crib. Encourage the child to reach for it by jiggling toy or mobile.

Item: 3 **Category:** Coordination of perception and motor habits/Prerequisite[1]

BEHAVIOR

Watches own hand when it crosses visual field. (0-3 Months)

Methods:

1. Place a small amount of baby food (preferably a bright-colored food) on the child's hands. Guide the child's hands into the visual field if necessary. Place food first on the palm side; later place it on the other side. Vary the location of the food on the child's hand to encourage turning the hand.
2. Attach a band of bells to the child's hand to attract her attention. Guide the child's hands into her visual field and shake her hands. Slowly move hands to the right and left across her visual field.
3. Bring the child's hands together at midline and rub them together. Open the child's hands and draw them into the visual field. Avoid making excessive eye contact with child at this time.

> Child with spasticity: Brush top of forearm and hand lightly with tissue or finger to open hand. Draw arms up by gently pulling from area of elbows and then bring wrists together. Supervised practice is recommended for opening hands and increasing child's range of motion.

4. Put lightweight mittens on the child's hand or tie a ribbon around each hand to call child's attention to them. Encourage child to look at her hands by raising them into her visual field.

Refinement: Once child focuses on hand, move hand slowly to promote jerky peripheral visual pursuit.

Carryover: Rub the child's hands with lotion or a terry cloth after bathing.

Item: 3 **Category:** Coordination of perception and motor habits/Prerequisite[2]

BEHAVIOR

Looks at hand and object when grasping. (3-6 Months)

Methods:

1. Loosely attach noise-making toy to child's hand with velcro band. Shake toy and hand. Remove velcro and continue shaking toy close to child's hand.
2. With elastic band, attach bells to child's wrist or hand. Tie another bell around an interesting and colorful object. Produce sound from both. Encourage child to repeat motions.
3. Provide the child with sound producing toys. Encourage child to hold and look at the toy by shaking it or squeezing it to produce a sound. Guide the child's hands to the object and turn her head to the object as necessary.

Position infant in infant chair, corner chair, or in lap so there is optimal motion of both arms as recommended by the therapist.

Raising the height of the task presentation may be helpful in situations where the child's eye control is a primary factor. Many times, children with vision impairments may need a task presented at their eyelevel rather than angled downward.

Refinement: Place various textured and sized toys in the child's hand. Encourage the child to look at the toy by tapping her hand.

Carryover: At bathtime, place a toy in the child's hand. Put the child's hand in the water to focus her attention on the toy.

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Item: 4 **Category:** Object Permanence (Awareness that objects do not cease to exist when they are out of sight.)/Criterion

BEHAVIOR

Removes a cloth that obscures vision. (6-9 Months)

Methods:

1. Support the child while she sits in your lap. Place a soft cloth over her face, obscuring her vision. Talk to her so that she knows you are still there. Encourage child to move her head or bat at cloth to remove it.
2. Place child in a prone position. Rub the cloth over her cheek and then place it over her face. Continue talking to the child so she knows you are there. Encourage child to pull the cloth off her eyes, guiding the child's hands.
3. Play peek-a-boo with the child. Guide child's hand(s) to help you replace the cloth. Encourage child to remove cloth on her own.

Refinement: Cover only one of the child's eyes with a cloth. Slowly remove yourself from the child's line of vision. Help child tug cloth, if necessary.

Carryover: Use Method #3 with a soft diaper after changing the child, before she arises from naptime, etc.

Item: 5 **Category:** Object Permanence/Criterion

BEHAVIOR Finds completely covered object. (9-12 Months)

Methods: Determine whether the child desires the object by holding it out to her and observing whether she reaches for it. If she reaches for the object, place it on a surface within her reach and cover it before she obtains the object.

1. Cover an object of interest, such as a plastic animal, doll, or truck, with a nontransparent scarf, preferably white. Encourage child to search for the object by pointing to it or guiding the child's hands to the object.
2. Hide a toy inside a paper bag or small box and encourage the child to open the bag and find the toy.

Constant disappearance of a desired object often proves frustrating. The child should be allowed to play with the object for short periods of time to regain cooperation and interest.

3. Place child with a favorite toy in a large box with oatmeal, styrofoam bits, or sand covering the bottom. Hide the toy under the filling. Encourage the child to find the object.
4. Ring bell in front of child and then place bell directly in front of her. Allow the child to reach and grasp the bell and play with it. Then, take the bell, place it on the table, and cover it with a box. Wait for the child's reaction.

Children without fine motor control:
eye-pointing and variations of focusing on the object or location of the object may be accepted in reaching criterion.

Refinement: Hide an object of interest under one of several screens while child observes the process. Have child search for the object. Repeat but change the location of the object. Repeat and successively place the object under screens, e.g. screen 1, 2, and 3.

Carryover: When mealtime is almost over, remove the bottle from the child's mouth and place it on the tray. Cover it with a large napkin or fold of the tablecloth. Allow the child to attempt to retrieve it. Encourage siblings to interact with the child in a hide and seek game. Have one sibling cover the other completely with a large blanket. Watch for the child's reaction. Position the child so that a tug would immediately uncover the sibling. Large tablecloths or blankets could be used.

Item: 5 **Category:** Object Permanence/Prerequisite[1]

BEHAVIOR Tracks and locates object falling out of view. (6-9 Months)

Methods:

1. Interest child in ball and roll it out of her reach but in view. Urge her to turn her head towards it and/or reach for it.
2. Sit on floor facing child. Shake toy until child looks at it. Move it slowly along floor until it is behind your back. Encourage child to track it. Ask, "Where is the toy?" Repeat, hiding it behind or under a pillow or furniture.
3. Show child a toy. As she reaches for it, cover it with your hand or a cloth. Encourage child to find it.
4. Place cardboard in front of toy. Demonstrate reaching around or pushing the cardboard.
5. Place child on table. Interest her in an object and wait until she has focused upon it. Move it slowly to one side away from her, making it disappear below the table. After a few seconds, bring the object in front and above the child's eyes from the opposite side. Repeat moving the object in the same direction.

The blind child needs to acquire the concept of "reaching on sound cue only" to achieve the understanding of object permanence. Without sight, she needs to discover that the sound we call "squeak" was an attribute of an object we call "toy" and the "toy," which she could not experience in her hand, was "out there" in the room. Exchange noisy items for items without sound. This concept is important for creeping skills also, because children initially creep to find something out of their reach.

Refinement: Interest child in a ball and then roll it under a structure, such as a low coffee table or a tunnel, which allows the child to track the progress of the ball. Continue this action and wait to observe child's response.

Carryover: In the home, roll a ball or a pull-toy back and forth to the child. Try to maintain a continuous motion. After several actions, roll the toy under a couch or low-level coffee table. Be sure the child has focused on the toy and is tracking its progress. Continue this action several times.

Item: 5 **Category:** Object Permanence/Prerequisite[2]

BEHAVIOR Uncovers a partially hidden toy. (6-9 Months)

Methods:

1. Use your hand to partially cover the child's bottle. Encourage child to find it.
2. Partially hide the child's favorite toy under a cloth in front of her within reach. Urge her to find it, guiding her hands toward the partially hidden object.
3. Cover toy more fully but where a bulge can be seen. Cover toy while child is observing. Urge her to find it; encourage her to uncover it.
4. Have the child uncover a noise-making toy. Capture her attention using sound; make the noise and say "Hear the bell?" "Can you find it?" "Where's the bell?" After the toy is partially hidden under the cloth, make the sound. As child is more successful, delete the sound cue.

Refinement: Wind up a small toy or car. Be sure the child is tracking its motion. When the toy begins to slow down, partially cover the toy with your hand. Move your thumb closer to your hand to cover the toy completely. While the child is watching, move your thumb away from your hand to make the toy become visible again. Close your thumb against your hand again. Continue this action several times, allowing the child to interrupt the action at any time. If the child becomes uninterested, wind up the toy again and have her track and go through the total action again.

Carryover: During mealtime, partially cover a cookie or teething biscuit with the child's bib. Encourage her to uncover it.

Item: 6 **Category:** Means-End/Criterion

BEHAVIOR Uses a tool such as a stick to obtain objects. (12-18 Months)

Methods:

1. Place an object of interest in front of child within reach. Encourage the child to reach for and obtain the object.
2. Increase the distance between the child and the object so the child cannot reach the object. Give the child a plastic or cardboard cylinder or a cane and demonstrate poking at the object or moving it to the right or left. Encourage child to repeat.
3. Place an object of interest out of the child's reach. Demonstrate use of a cane or plastic or cardboard cylinder for obtaining the object. Encourage child to repeat by calling attention to the tool. Regain the child's interest in the object as necessary.
4. While sitting in a sandbox with the child, model obtaining a small toy with a rake. Repeat and guide child's hands in first manipulating the rake and then obtaining the object.

Refinement: Place the child in a new environment, such as an office, and hold the child while talking to another adult. Leave an attractive object on the desk with other items cleared away from the child's reach. Place a dowel in your lap along with the infant. Observe the spontaneous response. Does the child obtain the object with the dowel?

Carryover: Using a safety gate to block the child's progress, place an interesting object on the other side of the gate, just beyond her reach. Place a dowel or stick near her. Encourage her problem-solving abilities.

Item: 6 **Category:** Means-End/Prerequisite[1]

BEHAVIOR Uses some form of locomotion to reach a desired object. (9-12 Months)

Methods:

1. Present objects of interest to the child. Place several objects within reaching distance. Gradually move the objects out of reach and encourage child to move forward, right, or left to reach the object. Gradually increase the distance the child must move to reach the object.

2. Drape child over your extended legs. Place an interesting object to the side of your leg. Encourage child to move across your leg by gently moving each of your legs, giving some aid by slanting child toward the direction of locomotion desired. Move object up and down in order to encourage child's pursuit.

3. Use slant board or large pillows slanted slightly to encourage the child's locomotion. Place the child at the top of the slant and gently increase the incline as necessary in order to encourage the child's movement. Place a desired object at the end of the slant with an adult's face very near the object, to provides two reinforcing factors.

4. Place several objects within reaching distance. As the child becomes interested, place the objects further away near a low hanging mirror. Allow the child to watch herself in motion as she is approaching them.

Refinement: Place child on the floor on a sturdy cloth. Also place objects on cloth. Encourage child to pull at the cloth in order to obtain the object. Demonstrate the action for the child.

Carryover: Encourage child to experiment with small inflated bolster or crawl-a-gator. Place the child on the bolster and encourage her to obtain nearby objects. Slant couch cushion against couch and allow child to experiment moving down the bolster.

COGNITION

Item: 6 **Category:** Means-End/Prerequisite[2]

BEHAVIOR Pulls cloth or pillow which holds object toward self to obtain the object. (9-12 Months)

Methods:

1. Have child play with toy which has velcro ring around it. Place velcro bracelet around child's wrist. Using a long velcro strip, attach one end to an object, the other to velcro bracelet. Encourage spontaneous movement from the child's arm. Praise when movement pulls object closer.
2. Following Method #1, remove velcro strip. Encourage child to reach for object. Praise child when her arm or hand touches object or swipes it closer to her.
3. Interest child in object such as truck, rattle, or piece of food. Place the object on a pillow and model pulling the pillow to obtain the object. Aim the corner of the pillow toward the child and encourage her to obtain the object by pulling the pillow.
4. Place the child on a mat on the floor with large cloth in front of her. Encourage child to pull cloth in order to obtain an object or a piece of food on it.

Refinement: Follow Method #4, using a stuffed animal with a long tail on the cloth. Place the animal so the tail is closest to the child. Encourage child to pull the cloth and then the tail to obtain stuffed animal.

Carryover: While bathing child, encourage her to pull string with water toy attached to obtain toy.

Item: 6 **Category:** Means-End/Prerequisite[3]

BEHAVIOR

Pulls string both vertically and horizontally to obtain toy tied to it. (12-18 Months)

Methods:

1. Tie an object such as a rattle, pull toy, or ring to one end of a string and the child's wrist to the other. Demonstrate pulling on the string to obtain the object. Encourage imitation with verbal cues and by guiding the child's hand to grasp the string.
2. Attach a toy such as a rattle to a scarf and suspend the toy downward from the rungs of the child's crib. Demonstrate how to obtain the object by pulling the scarf up.
3. Tie a wooden bead to the end of the string attached to a toy, such as a truck or a small cart. Assist the child in pulling the string to obtain the object. Use toys which produce a sound. Gradually reduce assistance.
4. Tie a sturdy string around a toy car. Demonstrate pulling the car horizontally across the table. Encourage the child to attempt to pull the string horizontally. Then tie the string to a boat or another toy which is wide and long, such as a block. Demonstrate pulling the toy vertically. Use verbal cues during demonstration. For example: say, "Whee" when demonstrating a horizontal pull and "Oooo" when demonstrating a vertical pull. Observe her action to see if she pulls horizontally when you say, "Whee" and pulls vertically when you say, "Oooo."

Refinement: While child sits in chair, suspend an object of interest attached by a string from the chair. Encourage child to pull the string to obtain the object.

Carryover: Place an egg carton on a table with a string attached to the carton hanging over the table edge. Have the child pull the string to obtain the object.

COGNITION

Item: 7 **Category:** Gestural Imitation/Criterion

BEHAVIOR Imitates at least one facial gesture. (12-18 Months)

Methods:

1. Sit with the child in front of a mirror. Demonstrate one facial expression, e.g. stick out your tongue, wrinkle your nose, frown, smile, blink your eyes, or purse your lips. Wait for the child to imitate. Encourage her to wtch your facial expression in the mirror. When child imitates, demonstrate other expressions, one at a time.
2. Repeat Method #1, using different adults, e.g. an aide, an instructor, an observer.
3. Encourage the child to imitate at least one of the facial expressions used in Method #1 without the mirror.
4. Repeat Method #1, initiating a facial expression which includes a gesture, e.g. smile with fingers at each corner of your mouth. Use mirror.

Refinement: While the child is attentive, model an unfamiliar gesture which the child is unable to observe herself perform, e.g. nodding the head, patting the top of the head, patting the cheek, or pulling the earlobe. Repeat the gesture several times, and encourage the child to imitate.

Carryover: After bathing the child, position her in front of the bathroom mirror. Gently rub a towel over her face. Stick out your tongue, wrinkle your nose, smile, frown, or purse your lips. Wait for the child to imitate.

Item: 7 **Category:** Gestural Imitation/Prerequisite[1]

BEHAVIOR Imitates simple, familiar gestures, e.g. shakes toy. (6-9 Months)

Methods:

1. Make cooing sounds to the child. Have the child imitate.
2. Shake a rattle or toy. Encourage the child to imitate. Provide physical assistance by moving the child's hands through the gesture, if necessary. Repeat with banging a cup, patting a surface, etc.
3. Observe child to identify simple actions she uses in play, e.g. spoon banging, squeezing or shaking an object. Imitate the action demonstrated by the child. Encourage the child to repeat; help if necessary.

Refinement: During a group session, encourage one child to imitate another's gestures, e.g. spoon banging, shaking toy. Continue to encourage the other child to make gestures.

Carryover: At the dinner table, after everyone has eaten, encourage family members to make gestures while holding eye contact with child. Encourage the child to imitate these gestures.

Item: 7 **Category:** Gestural Imitation/Prerequisite[2]

BEHAVIOR Imitates unfamiliar gestures. (12-18 Months)

Methods:

1. Place child in sitting position with adult directly in front. Take piece of tissue and crumple with hand. Then give child piece of tissue. Observe response. If tissue goes directly to mouth, remove it. Substitute a firmer sheet of paper and repeat the above.

2. Play peek-a-boo with your hands covering your face. Then attempt to aid the child in covering her face with her hands. A cloth may be used for this activity instead of the adult's or child's hands.

3. Select several gestures which are unfamiliar to the child, e.g. bending and straightening the index finger, drumming on a surface, or clapping hands. Demonstrate the gesture and encourage the child to imitate.

4. Position the child directly in front of you. Ask, "Where are your toes?" Then aid the child in finding her toes by directing her hand. Continue, using other parts of the body. Start with parts of the body the child can see. Use a mirror to aid child in locating parts of the body she cannot see.

5. Have child point to body parts on a doll.

Refinement: Select a particular activity in which the child has been successful. Repeat this activity, using a one-word code. After many performances of this game, state the word without any gestures. Observe the child's response.

Carryover: Select any of the above methods and encourage them within several different environments --- at home, in the yard, at grandmother's.

COGNITION

Item: 8 **Category:** Causality/Criterion

BEHAVIOR Activates objects directly, without demonstration.
(18-24 Months)

Methods:

1. Let the child manipulate and experiment with a busy box. Encourage her to find and operate its mechanisms with minimal guidance. Praise child as she successfully manipulates box.
2. Call the child's attention to a wall switch. Encourage her to turn it off, without demonstrating. Call her attention to the light, as necessary.
3. Give the child simple mechanical toys. Encourage child to activate with minimal guidance and praise.
4. Gradually increase the variety and complexity of mechanical toys for child to activate.

Refinement: Give the child building blocks. Praise as child activates them by stacking one on top of the other, pushing train style, etc.

Carryover: Have child manipulate and activate objects around the house, e.g. ring doorbell, unwrap cookie, etc., without demonstration.

Item: 8 **Category:** Causality/Prerequisite[1]

BEHAVIOR Touches adult or object as causal behavior (9-12 Months)

Methods:

1. Wind up a moving musical toy and encourage child to observe the action of the toy. When the music stops, help the child touch either you or the toy before repeating the activity.
2. During feeding time, abruptly stop the presentation of food. Wait for the child to touch you to continue.
3. Spread a small amount of lotion on child's leg and massage area. Encourage child to join in. When lotion has been absorbed into the skin, wait with bottle of lotion visible in front of child. Once the child touches you or the bottle continue with the lotion activity.
4. Initiate a pat-a-cake game with your hands on the child's hands. Clap the child's hand in mid-line. Say the pat-a-cake rhyme as you make these gestures. After one or two completions of pat-a-cake, stop in the middle of a game. Wait for the child to touch you to continue it.

Refinement: Play a record and encourage the child to model adult's movement. Present this activity many times. As child begins to imitate, abruptly stop the music. Wait for the child to touch you or record player. Gradually introduce more specific gestures, such as pointing to the phonograph or making a sound specific to the musical activity.

Carryover: Gently move bells, mobile, or other attractive object that has been attached across child's crib or playpen. Stop and wait for child to make noise or gesture before continuing. Lower child into wading pool, gently bouncing her in and out of the water. Stop and wait for child to indicate for you to continue.

Item: 8 **Category:** Causality/Prerequisite[2]

BEHAVIOR Attempts to find causal mechanism to operate toy. (12-18 Months)

Methods:

1. Provide child with sound-producing object, e.g. rattle, bell. Encourage child to explore the object by shaking, waving, banging, or pounding it. Once the child produces the sound, imitate her action and show pleasure.

2. Suspend a sound-producing or visually stimulating toy over the child's crib. Attach a ribbon or piece of yarn to the object and around the child's wrist. Gently pull the child's arm to produce the stimulus. Encourage child to repeat.

3. Provide child with hourglass toys, and model turning the toy to imitate the visual stimulus. Encourage child to repeat.

4. Place Jack-in-the-box in front of child. Demonstrate by winding lever and observing Jack jump out of the box. Have child aid you in returning Jack to the box. Continue actions several times, then allow the child to move lever independently. Aid child in placing Jack into the box again.

5. Let the child experiment with a variety of toys which will produce a sound, e.g. hammer and pounding bench, xylophone, drum. Encourage spontaneous use. Reward with smiles and praise when child's actions on the various toys become more deliberate and selective.

Refinement: Use a crayon to scribble on paper. Encourage child to imitate. Decrease assistance as the child's skill increases.

Carryover: Attach a mobile or cradle gym constructed of heavy elastic thread, with bells, spools, spoons, etc., attached over the child's crib within reach of her feet and hands. Call the child's attention to the movement of the object. Encourage child to manipulate it with her hands and feet.

COGNITION

Item: 9 **Category:** Matching/Criterion

BEHAVIOR Matches pictures of like objects. (36-48 Months)

Methods:

1. Cut pictures out of a magazine which look like toys the child plays with. Hand the child one toy, e.g. a truck, and ask her to find the picture of the truck, saying "Here's a truck." "You find the other truck." Gradually increase the number of pictures which the child must choose from in matching.
2. When the child has mastered #1 use pictures of two categories, e.g. toys and animals. Hand the child a toy which is not contained in the toy pictures, and have her match it with the like object. Say "This truck is a toy." "You find another toy." Repeat with animals.
3. Use two sets of pictures rather than an object and a picture. Have the child match the picture of a toy with a picture of another toy.
4. Vary the types of objects in the pictures, increasing the number of pictures from which the child must match pictures of like objects.

Refinement: Encourage the child to match all the toy pictures and all the animal pictures (sorting).

Carryover: Use Method #1 with pictures of food products. Play "store" having child match pictures of food with actual food to be purchased. Picture can be used as money to purchase the like products.

Item: 9 **Category:** Matching/Prerequisite[1]

BEHAVIOR

Matches like objects. (24-36 Months)

Methods:

1. Use a group of six to eight familiar objects (e.g. sock and shoe, pencil and paper, cup and saucer, salt and pepper, etc.) that comprise three to four pairs. Keep one of each pair and give the child the others. Show child one object and ask her to show you the matching object.
2. Repeat above activity, giving child all the objects and asking her to sort them in pairs.
3. Play a game asking the child to find an object in the room which matches an object adult presents or identifies: chairs, lamps, books, pictures.
4. Use five sets of brown squares which are of different textures, (terry cloth, fur, corduroy). Keep one of each of these sets and lay them in a row. Ask the child to match a square in the pile of fabric squares to each of the squares which are in a row.
5. Increase number of familiar objects the child must match.

Refinement:

1. Have child match like pictures.
2. Give child uneven sets of objects to match.

Carryover: Have child match shoes or other clothing into pairs. While doing household tasks, talk to the child about the items you use and why they go together.

Item: 10 **Category:** Classification/Criterion

BEHAVIOR Sorts objects into two given categories. (24-36 Months)

Methods:

1. Have child sort two categories of objects, e.g., toys and clothing, into separate groups. Identify categories by placing one object from each set in a box or other container. Demonstrate and assist as necessary.
2. Have child sort objects of two different colors into separate groups. Draw the object on the sorting container. Demonstrate and assist as necessary.
3. Repeat Method #2 with two given sizes and shapes.
4. Have child sort objects into groups that are edible and not edible.

Refinement: Have child sort pictures of objects by categories.

Carryover: Have child assist in sorting laundry, e.g., socks and shirts.

Item: 11 **Category:** Symbolic Usage/Criterion

BEHAVIOR

Describes action which appears in two pictures. (24-36 Months)

Methods:

1. Talk about an activity. Present an object which is used in the activity, e.g., eating an apple- activity; apple- object. Encourage the child to eat the apple.
2. Talk about an activity which includes an object. Present an object which could represent another object, e.g., playdough for apple. Encourage child to imitate activity using the symbol, e.g., pretend to eat the playdough apple.
3. Have child imitate an activity. Then show the child a picture of the activity. Encourage the child to describe the action going on in the picture, e.g., picture of child eating an apple.
4. Follow Methods #1-3, using more than one picture once one action picture is described adequately.

Refinement: Follow Methods #1-4, using pictures which vary from realistic to more abstract.

Carryover: Follow Methods #1-4, using familiar activities and objects.

Item: 11 **Category:** Symbolic Usage/Prerequisite[1]

BEHAVIOR Points to pictures in a book upon request. (18-24 Months)

Methods:

1. Start with a book which has one large colored object on each page. Name the object several times before going on to the next page, talking about how it is used and so forth. Encourage child to participate as much as possible, repeating the word after you.
2. Return to the beginning of the book and ask child to point to whatever the object is on the page.
3. Use a somewhat more complicated book, with more than one object per page. Ask the child to point to the object.
4. Ask the child to point to one object and then another and another on the same page.

Refinement: Use black and white pictures. Encourage the child to name the object in addition to pointing to it.

Carryover: Have the child point to pictures in a coloring book or hanging in the house.

Item: 11 **Category:** Symbolic Usage/Prerequisite[2]

BEHAVIOR Names several pictures. (24-36 Months)

Methods:

1. During activities ask the child to name items associated with those activities. At lunch she can name dish, cup, spoon, foods, etc.; at naptime, blanket, pillow, etc.
2. During outside activities ask the child to name the various things around her, especially those that appear to interest her.
3. During storytime, using a well known story, ask the child "What's that?" or "Who's that?" while pointing to the storybook pictures. Encourage the child to name as many pictures as she can, using a variety of books.
4. Repeat Method #3 using unfamiliar story books and more complex pictures as the child's skills increase.

Refinement: When reading stories to the child and asking her to name the pictures, encourage her to vocalize as much as possible about the pictures after naming them. Encourage child to spontaneously name objects in pictures without verbal cues.

Carryover: Have child name familiar people in large photographs.

COGNITION

Item: 12 **Category:** Discrimination of Shapes/Criterion

BEHAVIOR Places five shapes correctly in a form board. (24-36 Months)

Methods:

1. Review with the child the process of placing a circle square, and triangle into the form board.
2. Cut a fourth shape (e.g., diamond, star, rectangle or half-moon) from the center of the piece of cardboard. Let the child explore the shape. Place the shape next to the hole and have child slide the shape into place. Repeat with another shape.
3. Make a form board with all five shapes. Have child place one shape at a time into the form board. Remove shapes and have child place each shape in its proper hole.
4. As the child improves, rotate the form board 180° or place it in a vertical position.

Refinement: Introduce form boards which contain representative figures, such as animals, people, or objects.

Carryover: Have child assist in putting things away at home, e.g., spoons, blunt knives, and forks into their trays, lids on containers, butter in the refrigerator tray, etc.

Item: 12 **Category:** Discrimination of Shapes/Prerequisite[1]

BEHAVIOR Places one round shape in a form board. (12-18 Months)

Methods:

1. Cut a circle from the edge of a heavy piece of cardboard. Encourage child to feel the shape of the hole. Demonstrate and guide the child's hand in sliding the circle in and out of place. (Circle should slide into place easily.) Gradually reduce assistance.

2. Repeat Method #1 and cut circle in center of cardboard. Place circle in center of cardboard. Place circle next to the hole and have child slide the circle into place. Provide assistance by guiding the child's arm at the elbow. Repeat with a square, triangle, and rectangle.

3. Use the form board with only a circle exposed. Demonstrate to child how to remove the circle from the form board. Let child remove the circle, guiding her as necessary. Say "out" with a smile. Direct child to put circle on the table.

4. Tape a picture which interests the child underneath the circle for the child to see after she removes the circle from the formboard.

5. When child has mastered removing the circle, demonstrate how to put the circle in the form board. Guide child as necessary. Withdraw help until child can perform on her own.

Form boards can be constructed from material such as sponge, plywood, cork. Texture may be enhanced by using terry cloth, sandpaper, or a cover.

If child has difficulty grasping the circle and lifting it out, glue a small knob or spool of thread to the piece.

Refinement: Have child remove and place a round peg in a pegboard. Start with one-inch pegs and progress to thinner pegs.

Carryover: Have child find objects at home that look like a circle, e.g., buttons, coffee can lids, coins, washers, tires, etc.

Item: 12 **Category:** Discrimination of Shapes/Prerequisite[2]

BEHAVIOR

Places three shapes correctly in a form board (circle, square, triangle). (18-24 Months)

Methods:

1. Review removing and placing circles in form board.
2. Cut a square from the edge of a heavy piece of cardboard. Encourage child to feel the shape of the hole. Demonstrate and guide the child's hand in sliding the square in and out of place. (Square should slide into place easily.) Gradually reduce assistance.
3. Repeat Method #2 and cut square in center of cardboard. Place square in center of cardboard. Place square next to the hole and have child slide the square into place. Provide assistance by guiding the child's arm at the elbow.
4. Repeat Methods #2 and #3 using a triangle.
5. Give child square block and guide her hand to the hole in cardboard. Repeat several times until child can do it without physical assistance. Repeat with a triangle.
6. Make a form board containing a circle and a square. Have the child imitate placing both shapes into place. Encourage the child to feel and see the difference in the shapes.
7. Add a triangle to the form board. Have the child imitate placing the three shapes into place. Encourage child to explore the shapes until she is able to place the three shapes in the form board.

Refinement: Have child match lids to containers. Provide child with various sizes and shapes of containers. (Plastic containers are recommended.) Give child shape mailbox or shape box to put blocks into.

Carryover: Demonstrate putting blocks in box. Place blocks on floor and have child "put them away" for you. Use mailbox formboard. Help child with shapes but let her push them in.

Item: 13 **Category:** Discrimination (size, weight, length)/Criterion

BEHAVIOR

Answers questions demonstrating understanding of concepts of size, length, and weight, such as:
Which one is big/little?
Which one is lighter/heavier?
Which one is longer/shorter?
(36-48 Months)

Methods:

1. Collect three sets of the objects used in Prerequisites 1, 2, and 3. Ask the appropriate questions which were used in these prerequisites. Wait for the child's response. If the child appears to be having difficulty, make statements or ask questions about the particular items within the three sets. For example: "Is this yardstick long? Is this ball light? Which ball is lighter?"

2. Use different objects from those items which were used in Prerequisites 1, 2, and 3. Collect three sets, then ask the questions, "Which one is big? Which one is little? Which one is lighter? Which one is heavier? Which one is longer? Which one is shorter?" Accept any response which is correct as long as the child has chosen two comparable items for which her response is correct.

3. Collect pictures of the three original sets of objects. Cut the pictures out so that they are relatively similar. Then ask the appropriate questions after the sets have been divided up by size, weight, length. Ask "Which one is big/little? Which one is lighter/heavier? Which one is longer/shorter?"

Refinement: Collect three sets of pictures of any items which are different in size, weight, and length. Cut them out and ask, "Which one is big/little? Which one is lighter/heavier? Which one is longer/shorter?" If the child is having difficulty, ask the child questions in order to determine where the misunderstanding of the concept lies. If the questioning does not reveal her difficulty, refer back to Methods #1, 2, and 3.

Carryover: Use household items to create three sets of objects which vary in size, length, and weight. Ask the questions, "Which is big/little, lighter/heavier, longer/shorter?" Have the child help you draw pictures of these particular objects as you discuss the concept of weight, size, and length.

Item: 13 **Category:** Discrimination (size, weight, length)/Prerequisite[1]

BEHAVIOR

Distinguishes between big and little objects. (36-48 Months)

Methods:

1. Show child a group of objects. Identify and separate those objects which are big, labeling them big. Have child model. Combine pile again and sort into big and not big. Have child model. Gradually reduce assistance as child sorts piles, verbalizing "big and not big." Repeat this process with small and not small.
2. Show child several pairs of big and little objects (people, clothing, shapes, animals, etc.) Identify big and little of each pair. Have child repeat. Allow child to feel that some are big and little.
3. Have a group of big and little similar objects and show child how you sort them into two piles. Mix objects again and begin sorting, gradually having child sort the remainder. Continue to decrease assistance until child can sort objects independently.
4. Have child pretend she is big or little by stooping or stretching.
5. Have child sort a group of dissimilar objects that are big and little.

Refinement: Have child identify big/little objects in a bag by touch. Have child identify big/little objects in pictures.

Carryover: Discuss with the child things within the home which are big and little. Ask the child to name some of these things in the home which she sees as big or little. Reinforce her responses with "yes" if it is a correct answer. "Are you sure? Do you want to put that small object by the large refrigerator?" will aid her in correcting her response. Also, in driving, point out a small building and point out a large building. Point out a small car and a large car.

Item: 13 **Category:** Discrimination (size, weight, length)/Prerequisite[2]

BEHAVIOR

Discriminates weight by correctly choosing which object is lighter/heavier from two objects (one weighing at least five times as much as the other). (36-48 Months)

Methods:

1. Demonstrate to the child the difference between light and heavy. Hold a basketball and say, "This is heavy." Then hold a balloon and say, "This is light." Give them to the child one at a time stating the correct verbal cue, "This is light, and this is heavy." Then say, "What is lighter than the basketball?" Then say, "Yes, the balloon." Say the reverse allowing the child to repeat the major word heavy/light each time. Repeat this action several times.

2. Demonstrate to the child by holding the basketball in one hand and the balloon in the other while you are sitting. Lift the basketball slightly saying, "This is heavier than the balloon." Then lift the balloon slightly and say, "This is lighter than the basketball." Then hand them to the child while she is sitting. Aid the child in balancing both if necessary. "Which is heavier than the balloon?" Wait for response. Nod or smile when the correct response is given. Then ask, "What is lighter than the basketball?" Wait for correct response and then smile or nod when correct response is given. Then say, "Which is lighter?" Following response, say "Which is heavier?" Wait for a response.

3. Now introduce two balls with the small ball being heavier. Repeat Methods #1 and 2, continuing until you get the correct response which states that the smaller ball is heavier and the larger ball is lighter.

4. Fill the sink with water and place many different items near the sink, e.g. weights, balls, a cork, a paperweight. Have the child state whether an object is lighter or heavier than another object. Then have the child test this statement out by placing the objects in the water. Follow this object by the compared object. Child's hand may be placed under the water to feel objects which sink to the bottom.

Refinement: Repeat Method #4, using the small objects which are heavier than the larger objects. Obtain a verbal response from the child in order to identify the knowledge she has obtained.

Carryover: During bathtime, place many objects along the side of the tub. Have the child state whether he thinks the object is heavier than another object. Then have the child test out her idea by dropping the object into the water.

Item: 13 **Category:** Discrimination (size, weight, length)/Prerequisite[3]

BEHAVIOR

Points to which one is longer and shorter when presented with a yardstick and a ruler. (36-48 Months)

Methods:

1. Place a yardstick and a ruler near one another. Run your finger along each item and say, "The yardstick is longer;" say, "The ruler is shorter," as you run your finger along the ruler. Then physically assist the child to run her finger along each item while you state the appropriate verbal cue, longer/shorter. Continue this activity a number of times. Finally, ask the child to point to the stick which is longer and then the stick which is shorter.
2. Place a yardstick and a ruler near one another. Ask the child to run her finger along each stick. Then ask the child which stick is longer and which is shorter. Reinforce each correct response with a nod or the verbal response "yes." Refer back to Method 1 if the child appears to be having difficulty.
3. Place the ruler and the yardstick further apart, approximately one foot. Have the child run her finger along each item. Request the child to point at the longer item or the shorter item. Repeat this process several times until you feel that the child is comfortable with this activity.

Refinement: Place a yardstick and a ruler in the sand. Have the child trace the length of the yardstick in the sand with her finger. Repeat the same activity with the ruler. Remove the yardstick and ruler from the tracings. Ask the child which indentation is longer and which indentation is shorter. Or, point to the longer line and then point to the shorter line.

Carryover: While preparing dinner, let the child collect varying lengths of carrots and celery. Repeat the same methodology with the pieces of food.

COGNITION

Item: 14 **Category:** Comprehension/Criterion

BEHAVIOR

Looks at book and answers three simple questions about the story while it is being read. (48-60 Months)

Methods:

1. Read one page (one to two sentences) at a time to child and ask questions immediately related to the last sentence.

   Ex: "Harry had lots of spots."
   "What did Harry have?"
   Model response if necessary.
   Gradually increase number of sentences between questions.

2. Ask questions which are answerable by both listening to the text and looking at the pictures. Then alternate these questions with those that can only be answered by listening to the text. If the child is having a difficult time in answering questions from text alone, increase the questions which are answerable through the text and the pictures.

3. Repeat Method #2 and ask questions which are answerable only by listening to the text.

Refinement: Provide child with a variety of books and encourage her to select a favorite. Have child tell a simple story about the book, e.g., who, what, where.

Carryover: Visit the library, having the child select one or two books. At the library or at home, ask the child questions which can be answered by listening to the text only, after the child has become very familiar with the book.

Encourage further response by deliberately giving a silly nonsense answer to a question for a book a child is very familiar with. Encourage the child to "fix" or correct your "silly" response.

Item: 14 **Category:** Comprehension/Prerequisite[1]

BEHAVIOR Turns pages of a book one by one. (18-24 Months)

Methods:

1. Hold child in your lap while reading a heavy cardboard book. Talk about the cover. Point to the pictures on the cover and have the child point to ears of the horse, tail of the horse, parts of the whole which are illustrated on the cover.
2. Encourage the child to look at the pictures inside the book. Point out a picture and explain the action. Wait for the child's response.
3. Place your thumb directly behind one of the cardboard pages to elevate the page slightly. Encourage the child to lift the page with this additional assistance. If the child does not respond, tap your thumb to make the page move up and down.
4. If further assistance is needed, draw or tape a large dot on the corners of the pages the child is to turn. Encourage the child to pick up the dot to turn the page.
5. Give the child a picture book consisting of heavy cardboard pages. Guide the child's fingers to the corner of the page. Help the child rotate her wrist and move the page to the opposite side.

Refinement: Encourage the child to look at pictures in a book. Point out a picture and explain the picture. Continue with other pictures and then have child turn the page to locate a previously identified picture.

Carryover: Set aside a low-level shelf for the child to store her books. Give the child a number of old magazines or linoleum sample catalogs and encourage the child to flip through these items.

Item: 14 **Category:** Comprehension/Prerequisite[2]

BEHAVIOR

Describes simple pictures in story being read. (24-36 Months)

Methods:

1. Select a hard cardboard book which has many animals, pieces of clothing, fruit, or toys illustrated within it. Point to the different objects, stating their names. Then allow the child to point to a specific item you have named. Gradually become more specific as, "Where is the nose of the bear? Where are the shoestrings on the shoe?" Gradually have the child identify more specific items within the total object.
2. Point out a simple picture in a story and tell the child what is happening. Relate the picture to the story. Immediately question the child regarding the picture. Give the description again, if necessary, and encourage child to repeat.
3. Encourage child to describe another simple picture in the story being read. Give clues as necessary. Take turns describing. You describe one, have the child describe the next.
4. Use simple pictures from a variety of stories. As the child becomes more skillful, give fewer clues.

Refinement: Take two Polaroid pictures of children during art or other activities and encourage the child to describe the action. Aid the child in putting the pictures together to tell a story.

Carryover: Use simple photographs at home. Have child describe them.

COGNITION

Item: 14 **Category:** Comprehension/Prerequisite[3]

BEHAVIOR Listens to story for five minutes. (36-48 Months)

Methods:

1. Invite a school helper, such as a cook, into the classroom. Have the helper tell a short story about her day to the child. Use helper's uniform or cooking utensils to aid the child in attending and recalling what was said. Ask questions to find out if child was listening.
2. Have the child listen to a brief recorded story with a headset. Before the activity starts tell the child the questions you will ask her about the story.
3. Involve the child in the process of storytelling by having the child hold the book and turn the pages. Make it as enjoyable as possible for the child. Let her choose the story.
4. Begin with a short story, no more than five pages. Then gradually increase up to five minutes.

Refinement: Child listens to entire story and answers one question after the entire story is read.

Carryover: Have the child select a favorite record at home. Play the record many times. Then stop the record at intervals and ask the child what she just heard.

Item: 15 **Category:** Visual Memory/Criterion

BEHAVIOR Recalls objects seen in a picture. (48-60 Months)

Methods:

1. At storytime, have child look carefully at a simple picture in the book you are reading. Cover the picture and ask her to recall what she saw. Give clues, as necessary (e.g., "It is an animal that says meow.")
2. Use pictures which the child has not seen before. Have the child look at picture carefully for 30 seconds and then turn it over. Ask the child if there was a dog, tree, house, etc., in the picture.
3. Use pictures which are not as simple but that have more than one or two items in them. Have the child recall as many items as she can. Give clues, as necessary.
4. Have child look at a picture. Then have her choose from a series of single pictures those items which were in the large picture.

Refinement: Have the child ask you to recall objects seen in a picture. Select a simple picture. Have the child look carefully at it and turn it over herself. Have the child ask you what was in the picture, having to recall herself what the picture contained.

Carryover: Have the child follow your instructions to get specific books for you to read to her. Ask her to get the book with the pictures of horses, etc. Give as many clues as necessary.

Item: 15 **Category:** Visual Memory/Prerequisite[1]

BEHAVIOR

Recalls an object which is shown and then hidden. (36-48 Months)

Methods:

1. Select sets of two identical objects (e.g., cups, crayons, keys) and have child examine them. Cover one set of the objects with a cloth or box. Pull one of the objects from under the cover, show it to the child and return it under cover. Ask the child to point to or pick up the similar object in the second group.
2. Use Method #1 with objects the child can name. Have the child name the similar object.
3. Using a few objects the child can name, have the child look over the objects carefully because you are going to hide one. Take one object when the child has covered her eyes and see if the child can name it.

Refinement: Increase the number of objects which the child must examine before removing one.

Carryover: Hide objects while child is helping with routine household activities. For example, set two places at the table, have child examine, then while she covers her eyes, remove one object such as a spoon. When changing the bed linens, have the child examine two beds, then while she covers her eyes remove one object such as a pillow.

Item: 16 **Category:** Color Discrimination/Criterion

BEHAVIOR Names four primary colors. (48-60 Months)

Methods:

1. Begin with one color, red. Introduce many red objects that the child is familiar with, such as a red apple, red pencil, red cup, red shoe, red truck, red ball, red block, red sock, red crayon, etc., and say, "This is a red_________ ." Then ask the child "What color is this?"

2. Make red clay with the child and talk about the color red. Red punch and red cookies can also be made.

3. Make pictures of red things by using red paint, red crayons, red magic markers, etc. Continue to talk about the color red.

4. Go outside and find all the red things that can be brought back inside. Talk about these red objects and ask what color they are.

5. Introduce a new color (yellow). Use Methods 1-4 using that color.

6. Continue in this manner with other colors, blue and green.

7. Make a "color ladder" for the child, or have her copy or draw it herself. She must name the color of each step of the ladder to receive a treat at the top of the ladder.

Refinement: When talking with child about colors, first give her a choice asking, "Is this red or yellow?" Then ask, "What color is this?" Encourage the child to generalize the four colors to other items in her environment.

Carryover: Collect items at home that have solid colors and review their color by saying, "Is this red or yellow?" "What color is this?" What color is the _______ ?"

Have child make a "red" book by cutting out pictures of red items and pasting them in their "red" book. Use "yellow," "blue" and "green" books also.

Item: 16 **Category:** Color Discrimination/Prerequisite[1]

BEHAVIOR Matches three colors. (36-48 Months)

Methods:

1. Begin using yellow and red. Cut six circles of each color. Place four red circles one at a time in one pile and four yellow circles in another. Hand the child the remaining circles to place in the matching pile. Guide child's hand as necessary.
2. Add color blue to Method #1.
3. Use a colored peg board. Hold up a red peg and ask child to find another that matches. Repeat with other colors.
4. On the floor place several large red, yellow and blue circles. Hand the child one colored circle and have her step only on the circles which match the color in the child's hand.
5. Put red, yellow, and blue circles in a box or sack, leaving out one circle of each to place in front of the child. Have child match the circles she draws from the bag with those in front of her.

Refinement: Have child match her three circles with colored objects, e.g., a red circle with a red fire truck.

Carryover: Have the child match her three colored circles with things in the house.

Item: 17 **Category:** Numbers/Criterion

BEHAVIOR Can count ten objects. (48-60 Months)

Methods:

1. Count a set of three objects for the child. Have the child then count after you, then count together. Continue with four, then five, and up to ten objects.
2. Give child three like objects, such as pennies, cars, spoons, etc., and ask child to count the objects as she gives them to you. Gradually increase the number.
3. Play with blocks, boxes, or any group of objects. Have the child stack a given number of objects.
4. Set up a play store. Have child fill an "order" by giving out a designated number of objects, e.g., six apples, three eggs, etc. (Be sure child can identify all the objects in the store.)
5. Sing songs or read nursery rhymes with the child such as "One, Two Buckle My Shoe" and "Ten Little Indians."

> When counting objects with the child and she is unsure of the next number give her the initial sound of the number, e.g., "f" for four, "s" for six. Later if the child needs help, mouth the initial sound rather than saying it.

Refinement: Have child count out different items in a set. Say, "Give me five toys," "seven animals."

Carryover: Have child assist in counting objects at the grocery store, e.g., ten apples, three bars of soap, etc. At snack time, have child count out a given number of cookies or crackers to each child. Count with the child as you put away the dishes, take out forks, etc.

Item: 17 **Category:** Numbers/Prerequisite[1]

BEHAVIOR Demonstrates knowledge of one-to-one correspondence of sets up to ten. (24-36 Months)

Methods:

1. Have child hand out cookies, crackers, etc. to each person present while you say, "One for Sue, one for Tom, etc."
2. Put three cups on a table. Have the child place one object (e.g., pennies, marbles) in each cup while you say, "one penny for one cup, etc."
3. Have child jump, clap, raise her hand as adult provides stimulus. Assist child in performing one movement per stimulus.
4. Have child complete a variety of tasks in which she must pair one object with another, e.g., cup with a saucer, one plate with each placemat, one toy in a toy garage, etc.
5. Have child match three cups with three saucers. Model and then have child repeat. Use various objects which match one to one, e.g., small boxes, lids to plastic containers, etc.
6. Give child a sheet of paper with a given number of squares (begin with lower numbers) the size of small blocks. Model placing one block in each square while counting. Have child repeat the action. Gradually remove paper and ask child to place a given number of blocks on a table.

Refinement: Have child drop clothespins into a coffee can every time she hears adult clap hands. Give the child a small drum to pound in response to a given stimulus such as a clap.

Carryover: Have child place napkins, spoons, plates, etc. at the table for each person.

Item: 17 **Category:** Numbers/Prerequisite^2

BEHAVIOR Distinguishes "one" from "many." (24-36 Months)

Methods:

1. Give child several blocks and retain one. Say to child that you have one block and she has many. Ask child who has one block and who has many. Repeat with child having one block. Continue until child independently can identify who has one block and who has many.
2. Give child a group of objects. Model, giving another child one or many of the objects. Gradually remove modeling and ask child to give one or many
3. Give one child one block and one child many blocks. Ask third child who has one and who has many.
4. Have child compare towers of one and many blocks.
5. Play store with child. Ask for one item or many. Reverse roles.

Refinement: Have child identify one, two, and many.

Carryover: Have child jump, clap, walk upstairs, one or many times. Have child identify whether you put one or many things in the grocery basket (one cereal box, many apples).

Item: 17 **Category:** Numbers/Prerequisite[3]

BEHAVIOR Counts by rote to three. (36-48 Months)

Methods:

1. Have child repeat numbers one, two, and three. If she has difficulty, have her repeat single numbers. Gradually build up to the three numbers.
2. Give child one object at a time, counting one, two, and three, as objects are presented. Have child model behavior, until she can do it without modeling.
3. Give child two objects. Model counting two. Have child count along. Count one and two objects on child's body (ears, nose, legs, eyes, etc.) Gradually increase to three, using objects. Have child use finger to point to objects as she counts them. Gradually reduce assistance.
4. Have child rote count to three as she jumps, claps, pounds on drum, or uses other motor behavior.
5. Have child rote count flannel board figures.

> Caution: A child may be able to rote count, but not understand the concept of one, the concept of two, or the concept of three objects. You may be able to clarify the child's understanding by requesting two spoons from her or requesting three spoons from her. If she can rote count up to three or four but does not have the concept of three or four, refer back to Prerequisite[1] and follow the same methodology for the concept of two, three, and four as you did for the concept of one. Then proceed to cluster identification/matching for clusters of two, three, and four.

Refinement: Have child rote count to ten. Have child drop clothespins or other objects that make noise into can as she counts to three.

Carryover: Read stories to child such as "Three Little Pigs", "The Three Bears", and have her count the characters.

Item: 18 **Category:** Time/Criterion

BEHAVIOR Sequences up to five daily activities. (60+ Months)

Methods:

1. Present pictures of two activities which take place at different times of day, e.g., pictures of a child getting out of bed and one of her playing in the yard. Briefly define each and have child repeat your definitions.
2. Define two activities, such as in Method #1, without pictures. Have child repeat. Ask child which activity occurs first, which follows.
3. Show the child four pictures of daily activities which differ in usual time sequence. Discuss each with the child. Aid the child in placing each of the activity pictures in sequence.
4. Discuss with the child four daily activities and ask her which activity started in the beginning of the day, which activity followed, which came next, and which was last. Reinforce her responses until the total sequence is obtained.
5. Have the child draw five separate pictures of daily activities: getting out of bed, eating lunch, playing after school, dinnertime and bedtime. While the child is drawing, use clues as necessary to further distinguish activities, such as "Is the sun up when you get out of bed in the morning? Is it dark at bedtime?
6. Have the child sequence the pictures she has drawn, starting with two and gradually working up to five. When she has learned this, hang her pictures in sequence along the classroom wall.

Refinement: Have the child sequence activities which took place last night, will take place today and tomorrow.

Carryover: During weekend activities, review with and then ask the child what was done in the morning, in the afternoon, and in the evening.

Item: 18 **Category:** Time/Prerequisite[1]

BEHAVIOR

Tells general time of day for five specific activities. (48-60 Months)

Methods:

1. Show the child simple pictures of familiar activities. Start with concepts of day and night, sun and moon, playing and sleeping.

2. As the child is getting ready to start the school day, say, "Good morning. This is morning time. What do you think we are going to do this morning?" Try to encourage a discussion about morning activities.

3. Before going to lunch, discuss noontime and how lunch is always at or near noontime.

4. Directly after lunch and before initiating a new activity, ask the child what the next activity in the schedule is. Wait for the child's response. Explain that the activity is directly after lunch, which is at noontime. The activity is in the afternoon.

5. Discuss dinnertime, and what is eaten at dinner. Ask the child if dinner is after school or before school. Attempt to initiate comments or responses from the child.

6. Discuss bedtime, what rituals are performed at bedtime, and what other activities are going on then. Discuss the term night, and what characteristics fit the term night, e.g., "dark," "moon."

7. Review Methods #2-6 with the child, discussing the particular time of day for each activity: morning, noon, afternoon, and night. State a specific activity already discussed. Ask what time of day it occurred. Gradually decrease the verbal assistance.

Refinement: Have the child tell the general time of day for five specific activities in sequence.

Carryover: Ask family members to take turns discussing a particular part of their day and stating the general time of day when the activity occurs.

COGNITION

Item: 19 **Category:** Matching symbol to number concept/Criterion

BEHAVIOR

Matches sets of items to numerals one-ten (60+ Months)

Methods:

1. Given group of numerals (one-three) and group of objects, model matching numbers to objects. Repeat with child matching. Color code if child is having difficulty. Gradually remove coding along with assistance. Gradually add more numerals and objects.
2. Use raisins or other bits of food and let child eat them when she matches your set of ten correctly.
3. Give child several paired puzzle pieces. One half of each set has a numeral. The other half has a picture of a corresponding number of objects. Child matches puzzle pieces. Have child verbalize the process as she does it.
4. Give the child an old coat with many pockets. Designate each pocket by a numeral and a picture of the corresponding number of objects. Have the child put number of objects in the proper pocket. Gradually remove pictures of corresponding numbers from pocket so child will not have visual cues. Put the pictures you have removed inside the pocket so the child can check herself after putting the objects in the pocket.

Refinement: Child matches numerals and objects up to 15 or 20.

Carryover: Show child a number. Have child jump, clap, or walk up corresponding number of steps.

Item: 19 **Category:** Matching symbol to number concept/Prerequisite[1]

BEHAVIOR

Counts up to ten objects and tells how many. (48-60 Months)

Methods:

1. Model counting three to five objects. Ask child to repeat your counting. Have the child count the objects alone. Give child another set of objects and have her count.
2. Have child count out objects, e.g., blocks, cars, crayons, to another child or adult and tell how many.
3. Have child count out loud the buttons on her shirt.
4. Have child count the buttons on her shirt and have another child ask, "How many buttons are on the shirt?"

Refinement: Have child count number of large dots on a bag and then count a corresponding number of objects into it.

Carryover: Have child count members of her family and tell how many. Have child count objects in the room (chairs, lamps, keys on a chain, etc.) and tell how many.

Item: 19 **Category:** Matching symbol to number concept/Prerequisite[2]

BEHAVIOR Can name numerals to ten. (60+ Months)

Methods:

1. Give child cardboard numbers one and two, identifying their names. Mix up and identify several times. Have child repeat names. Gradually have child identify the numbers independently. Increase to ten as child learns more numerals.
2. Label balloons with numerals. Ask child for the "Five" balloon.
3. Play modified hopscotch. Child jumps onto appropriate numbered square as you call out number.
4. Set up plastic ducks or boats floating in water table or large pan. Mark bottoms with numerals. Child names numeral when she picks up object.
5. Place cardboard numerals around the room. Play search game where child has to find numeral upon request.
6. Have child identify numerals written in sand, on blackboard, etc. Child erases number if she is correct.

Refinement: Label paper bags with numerals. Have child place appropriate number of objects (blocks, etc.) in each bag.

Carryover: Have child assist in putting icing numerals on cupcakes or cookies. Have child name numerals as she makes them. Have child name or identify numerals on signs while driving or walking.

Item: 20 **Category:** Seriation/Criterion

BEHAVIOR

Seriates five sticks varying by one-inch increments. (60+ Months)

Methods:

1. Collect four sticks which vary in length by one inch. Place two of the sticks on the table and give the other two to the child. Ask the child to place the sticks in a row from short to long. Physically aid the child by taking her hand and placing the stick in the appropriate location. Repeat this action, using less physical assistance each time.
2. Repeat Method #1, varying the types of objects, e.g., carrots, crayons, pencils, etc.
3. Repeat Method #1, adding a fifth stick. As before, sticks should vary in one-inch increments. Ask the child to place the sticks in a row from short to long. If the child appears to have difficulty, refer to Method #1.
4. Collect five sticks in a cluster and ask the child to arrange the sticks in a row from short to long. Repeat until the child is successful.

> If the child has severe physical impairments and has appropriate cognition, the adult may verify the child's understanding of seriation by observing facial cues, such as eye blinking, head nodding, or eye focusing on a particular stick.

Refinement: Collect a number of sticks, a square, and a circle. Ask the child to arrange the objects in a row from short to long and to set aside objects which don't belong. Wait for the child's response.

Carryover: During an outdoor activity such as camping or gardening, ask the child to collect five sticks and place them in a pile. Then request the child to arrange the five sticks in a row from short to long. Talk about each stick and how it varies from the others in length and order in the series.

Item: 20 **Category:** Seriation/Prerequisite[1]

BEHAVIOR Names long and short. (36-48 Months)

Methods:

1. Collect sticks of widely different lengths (or use pencils, chalk, pipe cleaners, or cardboard strips). Point to the long stick and say, "This is long." Have the child repeat and then ask, "Which one is long?" Change the position of the sticks and have child point to the long one.
2. Repeat Method #1 with short concept.
3. Repeat Method #1 and #2, gradually reducing the difference in length.
4. Take the long and short stick and place beside each other with the botton of each even. Explain to the child that, "This one is long" and "This one is short." Have the child repeat. Reverse the position of the sticks and have child show you the long one and the short one. Have the child name the long one and the short one.
5. Use different objects, for example, a pointer and a pencil, a piece of chalk and a ruler. Reduce difference in length.

Refinement: Add a third stick to the long and short sticks. Have child name the long one and the short one.

Carryover: Use concept of long and short with items in the child's home, e.g., short fork, long fork, short tree, long tree, etc.

Item: 20 **Category:** Seriation/Prerequisite^2

BEHAVIOR

Distinguishes short, shorter, shortest; long, longer, longest. (48-60 Months)

Methods:

1. Give child a similar pair of objects which are short and long. Give child a third like object and label it longest. Have the child model. Continue with additional sets of three like objects until the child is labeling the second longer and the third longest.
2. Repeat Methods #1, 2, 3, using the concepts of short, shorter, and shortest.
3. Use a flexible piece of elastic. Have the child help stretch the elastic long, longer, and longest.
4. Put colored tape or raised lines on a flat surface. Have the child line up objects along a line and identify which are short, shorter, shortest, and long, longer, longest.

Refinement: Have the child sort items which only vary one to two inches in length.

Carryover: Make a recipe of homemade playdough out of flour, salt, food coloring, and water. Then encourage the child to make snakes of many different lengths. Sort the snakes into long piles and short piles. Discuss the concept of comparatives.

Item: 21 **Category:** Expression/Criterion

BEHAVIOR Retells brief story. (60+ Months)

Methods:

1. Review with child series of events that happened that day or day before. Have child repeat them to an adult.
2. Tell child a brief story from a book. Close book and retell story to the child. Begin telling story a third time, having child insert parts that she can recall. Gradually reduce assistance until child is retelling entire story.
3. Show the child a short filmstrip or play a short record which has a story. Have the child tell what happened to other children in the classroom. Replay portions of the film or record to assist child in remembering basic facts as needed.
4. If child has difficulty in verbalization, encourage her to role play or "act-out" her story as she retells it.
5. Give child a book after its story has been read and have child tell story to other children.

Refinement: Gradually increase the complexity and length of the stories read to the child. Encourage her to retell them to classmates and to family members when she returns home.

Carryover: During mealtime, have the child tell what she ate for lunch that day, who was sitting with her at that time, what happened during the meal, and what she did after lunch. Encourage the child to retell events of the afternoon.

Item: 21 **Category:** Expression/Prerequisite[1]

BEHAVIOR

Fills in facts or repetitive responses when familiar story is read. (48-60 Months)

Methods:

1. Introduce phrase to child which she is to repeat from a story or song. After she has mastered saying it, signal with physical motion when she is to repeat it. Combine phrase and motion. Say story or song, giving signal when child is to use phrase. Repeat process until the child can substitute the phrase without the physical prompt.

2. Have child participate in songs or games in which she has to repeat a physical action at a given time.

3. Sing or play a record of the song, "The Wheels on the Bus Go Round and Round." Illustrate the song with sound and gestures for the windshield wipers, wheels, doors, etc. Imitate the actions of the bus and have the child sing it with you several times. Repeat frequently until the child is thoroughly familiar with song. Sing part of the song, stop, and have child fill in parts of the song, either singing or gesturing appropriately. Give child a chance to sing the song on her own and then join in. Aid her if she is having trouble; make gestures to cue for bus sounds.

4. Tell a story, such as the one about a clown who has many colorful balloons. As the story is being told, leave out a color, pause, insert the name of the color, and continue the story. After telling the story over a period of time, tell the story omitting colors to give the child a chance to fill in. Continue until the child can no longer think of another color. This will enable the child to understand the category of colors and to fill in simple facts within a story.

Refinement: Begin telling a familiar story and have child complete it.

Carryover: Have child orally or physically fill in steps of a familiar recipe or daily activity (making the bed, mixing tunafish salad).

Item: 21 **Category:** Expression/Prerequisite[2]

BEHAVIOR

Tells short story with pictures as a guide. (48-60 Months)

Methods:

1. Give child two simple pictures of a sequence of events. Tell her a story and have child tell it back to you, pointing to the picture that corresponds. Gradually withdraw assistance. Introduce a different picture, show the child one or two pictures, and have child tell what comes next.
2. Give child sequence of three pictures and have her tell story. As the child gains proficiency use more pictures.
3. Use Polaroid camera to take pictures of sequences of events during activities, such as art trips, cooking, etc. Sequence pictures and have child tell what happened.
4. Give the child three pictures, and have the child sequence the pictures. Then have her tell the story which follows the sequence. As the child gains proficiency, have her sequence more pictures.

Refinement: Give child one picture and encourage her to tell a story which involves five to six events.

Carryover: Pull out of the family album a picture which depicts a particular time in the child's life (family picnic, a holiday). Encourage the child to tell what happened during the time of the picture.

Item: 22 **Category:** Advanced Classification/Criterion

BEHAVIOR Sorts ten objects into two sets independently when three sets are possible. (60+ Months)

Methods:

1. Present the child with ten objects (blocks, beads, pegs) which are plastic and wooden, square and round, blue and red. Describe, "This is a square plastic blue bead." Have the child repeat your response immediately. Demonstrate sorting and have child repeat. Request her to sort by color, by shape, by texture.
2. Ask the child to describe the different objects on her own.
3. Aid the child in sorting the beads by shape and color. Gradually decrease verbal and physical assistance.

Refinement: Aid the child in classifying items by texture and shape. Gradually decrease verbal and physical assistance.

Carryover: Collect a set of 15 buttons which vary in texture, shape, and color. Have child sort the objects into two piles. Model the sorting activity.

Item: 22 **Category:** Advanced Classification/Prerequisite[1]

BEHAVIOR

Sorts ten objects into two sets independently (not given categories). (48-60 Months)

Methods:

1. Present four items of two different colors. Demonstrate sorting the items into two color groups. Then ask the child to sort. Give the child verbal and physical assistance. Then verbal assistance only.
2. Increase the number of items to eight in four color groups. First demonstrate to the child how to sort the items into four colors. Have the child sort, give verbal cues, point to the correct pile. Then present the child with eight items in four colors. Ask the child to sort the items. Give the child only verbal assistance. Gradually increase the number of items.
3. Present the child with six red balls which vary in three sizes. First, demonstrate to the child how to sort the items into three groups. Have the child sort. Provide verbal and physical assistance. Then have the child sort independently.
4. Give child six blocks and three different shapes. First demonstrate sorting the blocks into three groups (squares, circles, triangles). Verbally and physically assist the child in sorting. Then have the child sort independently.
5. Use the same process with objects of three different textures.

Refinement: Use the same process with objects of three different functions.

Carryover: Initiate a game of throwing bean bags by presenting the child with eight similar bean bags in four colors. Have the child select and throw similarly colored bean bags into one basket. Have the child throw another color into another basket. Continue with four baskets.

SELF HELP CURRICULUM UNIT

An occupational therapist or speech and language therapist should be consulted in regard to the following methods if a child exhibits any questionable response to stimulation.

Item: 1 **Category:** Bottle Feeding/Criterion

BEHAVIOR Reaches for and holds bottle 80% of the time.

Methods:

Ability to bring hands to midline; ability to control jaw, lips, tongue, and swallow are prerequisites to this behavior. Control of lips, jaw, and tongue may be partially due to reflexive patterns. See Primitive Reflexes Section for additional information.

1. Present the bottle to the child within her reach. Hold it momentarily to determine if child will reach for it. If the child does not reach, guide her hands and place them around the bottle. Gradually decrease aid as the child independently guides the bottle.
2. Fill the bottle only half full so the child has less weight to control when holding the bottle.
3. Place the child's hands around the bottle and help her hold it. Decrease the amount of assistance provided. When the child demonstrates some proficiency in holding the bottle, let it fall from her mouth when she releases her grasp. This way the child will learn that if she releases her grasp, the food source will be removed. Assist the child in recovering the bottle.
4. Place the nipple in the child's mouth and allow the child to nurse for a short time. Then remove the bottle and hold it where she can see it. Allow the child time to reach for the bottle; if she does not reach, direct her hands as in Method #1.
5. Place a terrycloth glass holder or tennis wrist band around the bottle so the child has a less slippery surface to hold.
6. Have the child hold the bottle for only the first part of the feeding when she is most hungry and assist her by holding the bottle during the final portion. If the child is very hungry and upset, this method should be used at another time.

A speech therapist should be consulted for additional feeding methods if the child exhibits a tongue thrust.

Carryover: Provide the child with practice in reaching and holding other objects throughout the course of daily interactions.

Item: 1 **Category:** Bottle Feeding/Prerequisite[1]

BEHAVIOR Opens her mouth at the presentation of bottle or breast.

Methods:

1. Stroke the child gently on the cheek. The child should reflexively turn her head and open mouth to accept bottle. (Do not reinforce this reflex after three months of age.)

2. Place honey on the child's lips to encourage movement of the mouth and lip areas.

3. As a part of the feeding routine, always use a signal such as stroking the child's lips with the nipple as a cue that it is feeding time. After touching the child's lips, hold bottle back and wait for child to open her lips. Then insert the nipple. (If the child responds with bite reflex, do not use this method.)

> Bite reflex will be present in children until about five months of age. The quality of the bite is different among children. A normal child's bite reflex is up/down movement of jaw. In some delayed children, reaction known as hyperactive bite reaction may be manifested. This is a severe clamping of the jaw. This should never be encouraged. See Child Development, Primitive Reflexes for additional infomation.

4. After successfully completing Methods #1-3, attempt to increase the child's accuracy in widening lips and the number of times the child responds by smiling and talking during correct responses.

> If the child exhibits tactile defensiveness, contact or stimulation of the mouth and face should occur independent of feeding time.

Refinement: Without first touching the child's lips, hold bottle within her line of vision and at the midline. Wait for her to open her lips. Then insert nipple. If there is no response, touch the child's upper cheek area and wait for the child to locate the position of nipple.

Carryover: Follow Methods #1-4 in the home. Make sure that the child is comfortable, attentive, and alert when these activities are initiated.

Item: 1 **Category:** Bottle Feeding/Prerequisite[2]

BEHAVIOR

Sucks liquids when presented with nipple.

Methods:

1. Place a small amount of honey on a pacifier and place it in the child's mouth. If the child does not suck, move it in and out.
2. Place nipple back in mouth to soft palate, which when stimulated initiates suckle/suck. Touch to tongue and trigger suck reflex. (Do not push nipple back in mouth too far or with force. Try this method no more than one - two times.)

Make sure that feeding time is a relaxed time. Comfort and soothe a crying child before feeding.

3. Play music when Methods #1 and 2 have been attempted and initiate Methods #1 and 2 again.
4. If the suck reflex is not strong, use a nursing sock instead of a bottle. Gently squeeze the sock to assist in sucking. Gradually decrease and eliminate the pressure applied. As the sucking reflex becomes stronger, switch to a bottle and decrease the size of the opening in the nipple.

Holding the infant in a near upright position may increase the likelihood of effective tongue movement for swallowing.

See OT or PT if strong sucking does not naturally occur after trying these methods.

Do not place child in flat, back lying position when using bottle. Her back should be reclined from near upright position to 45°.

Refinement: Use different nipples and observe the strength of the child's sucking response.

Carryover: Carry out Methods #1-4 in home setting with siblings observing and aiding in the teaching.

SELF HELP

Item: 1 **Category:** Spoon Feeding/Prerequisite[3]

BEHAVIOR

Sucks liquefied food, such as cereal, from spoon and swallows the food after verbal encouragement from an adult.

Methods: It is important to have the child upright while feeding. Sit in front of the child to feed her and have the child sitting as near to a 45° angle as possible. Check with OT or PT to avoid "forced" positioning.

1. Give the child a pacifier dipped in thickened cereal when she is most hungry. Encourage her to suck.
2. Put liquid cereal in a bottle with a nipple containing a hole just large enough for the cereal to pass through.
3. Begin presenting a few spoonsful of pureed foods when the child is most hungry, (before the bottle). Encourage her to suck off the spoon.
4. Present semisolid food a little at a time on a spoon which has a small bowl. Be persistent. Use a number of different foods, such as applesauce, mashed potatoes, mashed peaches and pears, or carrots. Reward her when she is successful.
5. Place small amount of cereal at front of spoon and put it to her lips. Press on cheeks, if necessary, to get mouth to open. Move spoon into the mouth toward back of tongue or side of mouth and then press against the upper lip when taking the food out. Make happy sounds, smack lips, and talk about how the food tastes.
6. Place small amount of strained food toward back of tongue or side of mouth. (Be careful not to cause choking.)

Have OT or PT check for presence of reflex before progressing to more solid foods.

Refinement: Gradually give child more solid foods, such as junior foods or mashed adult foods.

Carryover: Observe teacher, OT, or PT while using feeding techniques. Practice at school and then at home. Inform professionals of unique reinforcements for your child and use them in the teaching methods.

Item: 2 **Category:** Finger Feeding/Criterion

BEHAVIOR

Finger feeds self for one half of a meal. (Ham, toast, vegetables, etc.)

Methods:

The ability to control the jaw, lips, tongue, and swallowing is important to this skill, as well as hand-to-mouth pattern. Adequate head and trunk control for sitting are also necessary. See Gross Motor Unit.

1. Place a small piece of food the child likes in her hand and move her hand to her mouth. Assist in transferring the food from hand to mouth if necessary. Gradually reduce the amount of assistance given.

2. Place bits of favorite foods on the child's tray at the beginning of a meal and encourage her to eat independently. Encourage and reinforce efforts.

3. If the child does not pick up pieces, place a small piece in her hand and help by guiding it to her mouth. Reduce help gradually.

The development of chewing follows a maturational pattern. As the bite reflex decreases, there is a change to a munching pattern, vertical movement of the jaw. Initially, the tongue moves in sequence: jaw open/tongue down. Gradually tongue and jaw will be able to move separately. This aids in movement of food in the mouth, such as placement of food on molars. With continued maturation, munching gradually changes to adult-like rotary chewing patterns.

4. Each time the child attempts to bring finger food to mouth, reinforce efforts. Then reinforce only more accurate tries.

Refinement: After demonstrating, place a piece of semi-soft breadcrust with spread (or banana, soft meat, or vegetable, etc.) between child's lips and teeth and tell the child to bite off, chew, and swallow semi soft food.

Carryover: Effectively chews at least 1/4 of the sandwich well enough to swallow it during the main meal with the family.

Item: 2 **Category:** Finger Feeding/Prerequisite[1]

BEHAVIOR

Eats small pieces of food with her hands by picking up the food and getting it to her mouth.

Methods: Offer finger foods at beginning of meal when child is hungry. Use preferred foods before introducing new ones.

1. Place a small amount of honey on the tips of the child's fingers on one hand. Give the child physical assistance, guiding her hand to mouth. Gradually place sticky substance on only one or two fingers to promote accuracy.
2. Set a bowl of pudding, cream of wheat, or oatmeal in front of upright child. Encourage the child to put finger in bowl and direct fingers with food to mouth. Gradually require child to place only one finger in bowl. Make this task a game.
3. Place a hard teething biscuit which melts easily in the mouth in the child's hand and guide it to the mouth. Reduce aid gradually. Each time food is eaten, give vocal and facial approval.
4. Place pieces of cheese in hand and guide to mouth. Reduce aid gradually. Each time food is eaten, give vocal and facial approval.

Refinement: Place crackers or 1/4 piece of bread in front of child so that child will take one bite at a time rather than stuffing the whole piece in mouth.

Carryover: Place bite-size pieces of food on a table in front of the child to encourage exploration of hand to mouth, bite, and chew trials. Allow the child to experiment.

Item: 2 **Category:** Finger Feeding/Prerequisite[2]

BEHAVIOR

Holds, bites, and eats a cracker

Methods:

1. Place a cracker in the child's hand and guide it to her mouth, rubbing her lips with it. Make smacking and pleasure sounds to encourage biting. Adult may do the same with a cracker to demonstrate.

2. Gently move jaws up and down after placing bits of solid food in the child's mouth. Begin this at snack time outside of meal.

3. If assistance is needed with jaw control, slip arm around the child's shoulder, place the length of the middle finger under the chin. Index finger should be just below lower lip, thumb on side of head opposite eye. This keeps the jaw closed and stops the tongue from thrusting food out. The index finger allows the jaw to open slightly for chewing. The child's head should be in slight flexion with proper body alignment.

4. May need to place cracker piece between molars to encourage chewing. (Crackers and cookies are easier to bite and chew than soft foods such as bread. Zweiback and teething crackers are usually difficult for the child to bite and chew.)

> If the child has difficulty biting, chewing, keeping her tongue in her mouth, swallowing, or grasping cracker, see OT/PT.

Refinement: Give the child cooked green bean, bite-size piece of cooked potato, piece of raw apple to bite and chew.

Carryover: Place cracker on table in front of the child to encourage her exploration of hand to mouth, bite, and chew.

Model chewing with exaggerated mouth movements while eating.

Biting pieces of food from a larger piece is more difficult than simple chewing.

Item: 3 **Category:** Drinking from Cup/Criterion

BEHAVIOR

Lifts and drinks from cup alone and replaces the cup on the table between sips without spilling two out of three times.

Methods: Experiment with a number of different cups if the child has difficulty. Two-handled cups or smaller cups may be easier for some children. For a child with grasping difficulties, use a cup with a handle that has been built up with gauze and tape. Consult with an O.T. and/or P.T. concerning adaptations in feeding equipment. Spout cups are not recommended. Though they reduce spillage, they do not encourage the coordination of sipping, swallowing, and breathing required for efficient drinking. The spout requires the same type of suck-swallow actions used in bottle feeding.

Ability to control the jaw, lips, tongue, swallowing, demonstrating hand-to-mouth patterns, and adequate head and trunk control for sitting are prerequisites.

1. Hold your hands over the child's and assist in guiding cup to mouth and replacing it on the table. Reduce assistance by directing the child from the forearm, then the elbow, and finally with only verbal cues.
2. Limit the amount of liquid put in the cup at the initial teaching stages. Use preferred liquids.
3. Using Method #1, provide physical assistance several times. Then allow the child to attempt the task alone once. Smile at any attempt, then provide assistance again. Alternate these steps.
4. Sit with the child at a table which is the correct height in relation to the chair in which the child is sitting. Model drinking and give verbal encouragement (e.g. "good juice"). Wait approximately one or two minutes while continuing to give encouragement. Observe for efforts in attempting to imitate your drinking. Give physical assistance if the child makes actions or sounds of frustration.

Refinement: Encourage the child to hold cup with one hand to drink liquid. Give the child a piece of food (cracker) in one hand and a one handled cup in the other.

Carryover: Allow the child to play with plastic cups and pretend to drink from them. Encourage other members of the family to participate.

Item: 3 **Category:** Drinking From Cup/Prerequisite[1]

BEHAVIOR Swallows liquid from cup directed by adult.

Methods:

> Placement of the cup in the mouth is very important. Do not place cup so that its rim rests on teeth or gums. Cup rim should rest on lips so that action of lips is facilitated.

> Use large bib; expect drooling at first. Use favorite liquid, and, if possible, limit this liquid so it is only given from a cup. Offer salty foods prior to drinking practice.

1. If the child refuses the cup, alternate spoonful of the liquid to be swallowed with the child's other food at meals. Move glass closer gradually and raise it toward the face, still using spoon. Work toward touching lips with cup as you spoon liquid into mouth. Gradually let some liquid pour into mouth.
2. Use a two-handled mug. Tilt cup into mouth, giving small amount of liquid. (Try one-handled cup or cup with no handles if use of two-handled cup continues to be awkward.)
3. Place the child's hands on cup. Guide hands and cup to mouth.
4. Thickened liquids, such as strained fruit or pudding thinned with water, juice, or milk may be easier to swallow in problem cases because they flow more slowly. Gradually thin liquid to normal consistency. (If the child drools profusely, has difficulty in closing lips around cup, or chokes on liquid after reasonable period of time, see OT/PT or Speech Therapist.)
5. Use cup which is cut-out if the child cannot tip head slightly back to drink liquid in bottom of glass.

> Make sure that the child's head is upright or slightly tipped forward. Do not pour the liquid into her mouth while her head is tipped back.

Refinement: Allow the child to play with plastic cups and pretend to drink from them.

Carryover: Follow Methods #1-5, varying the adult who initiates the activity.

Item: 4 **Category:** Eating with Utensils/Criterion

BEHAVIOR

Feeds self independently with spoon and fork, including scooping food, bringing to mouth, and emptying on two out of three trials.

Methods: Prerequisites are head and trunk control necessary for sitting, oral-motor control (inhibition of suck-swallow and bite reflexes), and grasp release.

If the child has motor problems, explore adaptive spoons with a specialist. Use a bowl with a ridge to scoop against. Anchor the bowl with suction cups or place a thin foam rubber pad or wet napkin underneath it to prevent the bowl from sliding on highchair tray.

1. Have the child grasp spoon. Physically assist in getting the food onto the spoon. Then have the child bring the spoon to her mouth. Reduce assistance as the child gains proficiency.
2. Reduce initial task difficulty by serving foods such as cottage cheese, pudding, or mashed bananas, which will stick to the spoon. As the child's skill improves, practice on more difficult foods.
3. Model for the child and physically assist in placing the edge of the spoon against the bowl behind the food. Push the food to the edge of the bowl and tilt the spoon so the food will stay in it, and then bring it to her mouth. At first, place the food near the edge of the bowl so the child doesn't have to move it so far.
4. Follow Method #1-3, using a fork instead of a spoon. Reinforce accurate movements, such as scooping without spilling, correct aim to mouth, and lip closure to remove food. Gradually require more accurate skill acquisition.

Refinement: Place a fork or a spoon on a table next to a plate of food and ask the child to eat the food. Give the child foods that are easily obtained with a fork, such as meat, string beans, etc.

Carryover: Have the child practice scooping dry oatmeal or dry cream of wheat from one bowl to another as a game.

At mealtime, include the child at the family meal, even if the skill is practiced at other times. Expect as much independent feeding as possible.

Item: 4 **Category:** Eating With Utensils/Prerequisite[1]

BEHAVIOR Accepts food from spoon without biting.

Methods:

1. Sit in front of the child when spoon feeding.
2. When feeding, be sure the child's head is upright and not thrown back. (May need to push gently in on the child's upper chest and lower back to encourage good head and trunk control for sitting.)
3. Try presenting the spoon in the midline of the mouth, giving a quick pressure downward on the tongue. Wait for the child's lips to close over food to remove it from spoon as spoon is slowly removed from mouth. (Avoid raking food off spoon across upper teeth or upper lip.) If bite reflex continues to be a problem or if the child has difficulty removing food with upper lip or keeping tongue in mouth, see OT/PT or Speech Therapist.
4. Use a small plastic-covered metal baby spoon. Never use brittle plasticware, because it may break when the child bites down. A large spoon seems to set off the bite reflex.
5. If the child bites down on the spoon, wait until the child relaxes to open mouth and release the spoon. Never try to pry the jaw open.

Refinement: Follow Methods #1-5, encouraging only attempts at removing food with movement of jaw, tongue, and lips.

Carryover: Feed the child in midline while you are facing her. Talk to her about what she is eating in a pleasant voice. Be sure to find a time when you can relax with your child when beginning spoon-feeding.

Item: 4 **Category:** Eating With Utensils/Prerequisite[2]

BEHAVIOR

Accepts and can eat mashed foods (such as potatoes, eggs, bananas, or vegetables) from a spoon.

Methods:

1. Introduce food at beginning of meal.
2. Mash softer foods like macaroni, cheese, peas, bananas, and potatoes with milk if food is too stiff.
3. Expect her to like new food and act as if you do. Make it attractive.
4. If food is lumpy and it is suspected that lumps can cause gagging, use blender and thicken, if necessary, with mashed potatoes, oatmeal, or wheat germ. Introduce food which is somewhat lumpier: scrambled egg, blender-smoothed small curd cottage cheese, mashed canned peaches, or mashed vegetables without an outer shell.
5. Put a small amount of food on spoon. Press spoon firmly on midsection of tongue to encourage spontaneous lip closure. Pull spoon straight out of mouth without touching gums or teeth so that the child secures food with lips.
6. Occasionally introduce food at the side of mouth to encourage tongue movement necessary for chewing and swallowing foods.

Refinement: Follow Methods #1-6, varying the texture of the food gradually.

Carryover: Determine the child's most receptive time of day for acquiring new skills. Follow Methods #1-6, using different members of the family as instructors.

Encourage a game-like activity in introducing new foods by having the child feed you or another family member the mashed food with a spoon, and then you feed the child. Alternate instructing the child to watch your mouth as she attempts to feed you.

Item: 4 **Category:** Eating With Utensils/Prerequisite[3]

BEHAVIOR

Places spoon in mouth and empties it after adult has filled spoon with non-liquid food.

Methods:

1. If the child has difficulty holding a spoon handle, try using a spoon with large or built-up handle. This can be made by taping gauze around a spoon handle to create a larger area for gripping. Guide the child's hand from plate to mouth while the child is sitting at 45° angle.
2. Use the food child likes that will stick to a spoon.
3. Try sitting in front of the child. Put a spoon in the child's hand, then put your free hand on her wrist or elbow and guide the spoon. Hold the other hand so she doesn't put it in the food. Gradually decrease aid. Release and urge her to try on her own, verbalizing all the time. "Put your spoon in your mouth. Now put it in the dish," etc.
4. After the spoon is in her mouth, allow her to close her lips to remove the food from spoon. As she pulls the spoon out, make sure her top lip slides the food off. (Use index and middle finger to gently close lip if necessary.)

Do not allow the child's wrist to drop down when she is grasping the spoon. Help her to maintain her wrist in neutral position.

Refinement: Place a full spoon in a dish and have the child grasp it and put it in her mouth. Ask her to put the spoon back in dish.

Carryover: Give the child her own spoon to practice with while you feed her with another, taking turns. Help the child guide the spoon to her mouth, tipping the food into her mouth. Use food that sticks to the spoon and food she likes.

Allow the child to feed you.

Item: 5 **Category:** Fasteners/Criterion

BEHAVIOR Manages zippers, buttons, and snaps on own clothing.

> Fine motor control is a necessary prerequisite. Prerequisite skills include manipulation, finger movement, two handed activities, and pincer grasp.

Methods:

1. Provide the child with toys, dolls, or other objects requiring zipping, buttoning, and snapping. Encourage the child to "look at the button" and "push it through".
2. Make managing fasteners part of the child's dressing responsibility. Set up a recording chart showing the number of days the child was able to manage them independently.
3. Let the child put on an adult's shirt and practice so she can more easily handle the buttons. When the child is proficient at this level, begin working with her own clothing.
4. Assist the child to unsnap pants and unzip zipper and to snap and zip pants.
5. Encourage the child to unsnap pants, unzip zipper, and to snap and zip pants without assistance.

Refinement: Give the child smaller and different types of fasteners and ask the child to fasten and unfasten various parts of the clothing independently.

Carryover: Wait for the child to fasten and unfasten zippers, buttons, and snaps. Start in plenty of time, so that you will not have to finish fastenings for the child.

Item: 5 **Category:** Fasteners/Prerequisite[1]

BEHAVIOR

Zips and unzips non-separating zipper.

Methods:

1. Using a dressing board or flat article with a large zipper, demonstrate the up-and-down motion. Encourage imitation, using words such as zip and zip up.
2. Show the child how to zip an article on your body to help her understand it is a part of clothing. Encourage imitation.
3. With clothing zipped, guide the child's hands. Have her grasp the material at the top of the zipper with the left hand and the zipper tab with the right hand. (Reverse if the child is left-handed.) With your hands over the child's, assist in moving the zipper up and down. Gradually reduce the assistance provided.
4. Attach a circular key ring or other novelty to the child's coat zipper so that she can more easily grasp the zipper tab.
5. Begin teaching by zipping or unzipping 1/2 or 1/4 of the way. Have the child move the zipper the remainder of the way. As the child gains proficiency, increase the distance required.

Refinement: Ask the child to unzip her jacket. (Assist her if needed when she gets to the bottom.) Start zipper for the child, and ask her to zip the rest of the way up.

Carryover: Choose a piece of the child's clothing which has a large zipper. Have the child locate the piece of clothing from a pile of clothing. Use descriptive language and physical assistance to aid the child. Encourage the child to zip and unzip, following Methods #1-#5.

Item: 5 **Category:** Fasteners/Prerequisite[2]

BEHAVIOR Unbuttons one inch buttons.

Methods:

1. Demonstrate the steps in the task of unbuttoning a button: hold the cloth along the edge of the buttonhole, grasp the button with the other hand, and tilt one side of it toward hebuttonhole. Push the button through the opening. Another method is to switch hands after the button is part way through the hole and pull the button from the underside. Teach the child one step of the procedure at a time by having her do the last step after you have completed the first ones. Increase the number of steps the child must do herself.
2. Physically assist the child by guiding her hands and giving verbal directions throughout the entire task. As the child gains proficiency, reduce the physical assistance provided and continue the verbal directions.
3. Practice initially on button boards or clothing placed on a table. When the child is proficient at this level, practice on clothing she is wearing.
4. Using Methods #1-#3, vary the size of the button which goes into the buttonhole. Start with a button that is small in relation to the buttonhole and progress to a size which can be positioned through the hole.

Refinement: When the child is proficient with large buttons, gradually reduce the size of buttons to those on shirts. Buttonholes should be flexible enough to avoid frustration.

Carryover: Make unbuttoning clothing part of the child's responsibility.

Item: 5 **Category:** Fasteners/Prerequisite[3]

BEHAVIOR Buttons one half inch buttons.

Methods:

1. Physically guide the child through each step of the task. As the child gains proficiency with the task, reduce assistance and allow her to complete as much of the buttoning as possible.
2. Demonstrate all steps of the task. Hold the edge of cloth next to the buttonhole with thumb on top and index finger on the back side. Pull edge of cloth upright, grasp button, and push halfway through buttonhole. Release edge of cloth and pull the button through the buttonhole. Then teach each step of the task to the child, beginning with the last step. Require the child to do the last step. Provide the assistance necessary on this step and complete the previous steps as a model for the child.
3. Cut ten circles out of felt and cut a slit in the center of each. Attach a large button to a two-foot piece of yarn. Then tie one end of the string to a round plastic lid. Have the child put the button through the felt circles starting at the other end of the string. Push the felt pieces down to the round plastic lid.

Refinement: When the child has mastered buttoning large buttons, gradually decrease the size of buttons to those on shirts.

Carryover: Practice buttoning when the child is dressing. Reinforce her for buttoning her own clothes.

Item: 5 **Category:** Fasteners/Prerequisite[4]

BEHAVIOR

Buttons and unbuttons own clothing.

Methods:

1. Make buttoning and unbuttoning clothing part of the child's responsibility. Praise the child for being independent in buttoning. Set up a chart to record with stickers the number of times the child buttons her own clothing.
2. Check the child's clothing to be sure that buttons on her clothing can easily be buttoned and unbuttoned.
3. When the child has difficulty, provide only as much assistance as necessary. Reinforce the child for buttoning and unbuttoning as many buttons as she can.
4. If the child has difficulty attending to the buttoning task until completion, establish smaller objectives for her. Initially require her to button only one or two buttons. As she gains facility with the task and can complete it in less time, increase the number of buttons she must manage until she completes the task independently.

Refinement: Have the child button and unbutton cardigan sweater. Use Method #4 if the child experiences frustration.

Carryover: Ask the child to button and unbutton three large buttons on pajama tops.

Item: 5 **Category:** Fasteners/Prerequisite[5]

BEHAVIOR Snaps and unsnaps large snaps.

Methods:

Make sure the snaps selected for practice are not too difficult to open or close.

Unsnaps

1. Model for the child. Demonstrate how to grasp the material next to the top and bottom of the snap and pull in opposing directions. Guide the child's hands through the task. Gradually reduce help and allow the child to grasp and pull without assistance.

2. Practice with Velcro fasteners if the child has difficulty. The same movements are involved, but less force is required.

Snaps

1. Demonstrate how to position the top snap over the bottom snap. Place the thumb under the bottom snap, the finger on the top, and squeeze the two parts together. Then teach one step at a time. For example, line up and position the child's finger and thumb and have the child squeeze. As the child is able to do each additional step, begin to teach the next sequential step.

2. Say, "Snap" when the snaps close and ask the child to listen for a snapping noise.

Unsnapping is easier than snapping. Some snaps are looser and easier to snap then others.

Refinement: Have the child practice on doll and dress-up clothing which have smaller snaps.

Carryover: Have the child wear clothing with snaps and encourage her to snap her own clothing.

Make several small cloth sacks with snaps. Let the child use them to keep her belongings in. Encourage her to snap them shut when she fills them.

Item: 5 **Category:** Fasteners/Prerequisite[6]

BEHAVIOR Works catch on separating zipper.

Methods:

1. Demonstrate for the child. Grasp each side of zipper, insert the lead into the catch, hold the engaged zipper taut, grasp tab with other hand, and pull tab up. Teach the task one step at a time. Complete the first steps for the child and require her to complete the last. As the child masters each step, require her to do one more.
2. Physically guide the child through the task and provide directions on how to accomplish each step.
3. Practice on zipper boards or lay the clothing on a table before expecting the child to practice on clothing she is wearing.
4. Have child practice on zippers on boots and pants, then progress to zippers which are worn on her chest.

Refinement: When the child has mastered heavy, large zippers, begin practicing with smaller and lighter-weight zippers.

Carryover: Help the child to start large zipper on jacket and then ask her to zip the rest up by herself.

Item: 6 **Category:** Undressing/Criterion

BEHAVIOR

Fully clothed, the child will be able to undress his/her self, including untying, except for back buttons, with no physical or verbal aid.

Methods: Motor planning is a necessary prerequisite.

1. Watch the child and provide only verbal cues as necessary. Allow the child to request help before providing it.
2. Direct the child to undress, but do not remain in the room with her. Praise the child when she undresses without aid.

If the child has difficulty maintaining balance or reaching and grasping clothing, see OT/PT for suggestions.

3. Vary the type of clothing the child is wearing when the undressing criterion is encouraged. Initially choose clothing which is of tie or slip-on design. Then progress to zipper and buttons on clothes.

Refinement: To decrease the time required to undress, set a timer for an allowable length of time and reward only when the task is accomplished before the timer rings.

Carryover: Make undressing a nightly responsibility and praise independence.

Item: 6 **Category:** Undressing/Prerequisite[1]

BEHAVIOR

Removes simple garments, such as pulling off a hat or mittens.

Methods:

1. Place a hat on the child and take it off again. Repeat the behavior, putting the hat on your own head and removing it. Put the hat on the child, provide the verbal cue "off," and physically assist in grasping the hat and taking it off. Reduce the physical aid. The child should respond to the verbal cue alone.
2. Put mittens on the child's hands. Allow the child to try to remove the mittens. After a short time remove one mitten and pull the other mitten slightly from the wrist. Encourage the child to continue the task.
3. Follow same procedure as Method #1 for mittens. Initially, remove one mitten for the child so her hand is free to remove the other. When the child has mastered this task, assist in her removing mittens from both hands.
4. Encourage the child to take off own hat and mittens when returning from outdoors.

Refinement: Follow Methods 1-3, using loosely fitting gloves.

Provide the child with a shirt which is one size larger. Guide the child as she removes the shirt. Use knit clothing since it is easier to remove. Progress to removing suspender and loosely fitting elastic pants or shorts.

Carryover: Use a large stocking hat and take turns in a peek-a-boo game by pulling the hat off one another.

Practice undressing dolls and stuffed animals.

Item: 6 **Category:** Undressing/Prerequisite[2]

BEHAVIOR

Removes socks and laced shoes herself.

Methods:

1. Try larger shoes for practice.
2. Model taking off your shoes for the child.
3. Place shoes just over the child's toes and encourage her to remove. Gradually place further on the child's foot.
4. Show the child how to loosen laces to pull shoes off. Place the child's hand at the heel and tell her to pull. Physically assist as much as necessary to complete the task. Massage or gently shake the child's foot to help relax it so shoes can more easily be removed.
5. Pull one sock off the foot and encourage the child to complete the task by placing her hands on the sock, then praising her when she pulls it off.
6. Place the loose end of the sock in her hand, place your hand over hers and pull off the sock. Reward and praise.
7. Give less help. Leave more of sock on.
8. For those children who are unable to maintain a sitting posture, even with support, a side-lying position is advised.

Refinement: Have the child attempt to remove knee-socks independently. Show the child how to push socks all the way down to the ankle and then remove the socks as above.

Carryover: Allow the child to play a game, removing a pair of large socks and shoes from her feet.

Request the child's assistance in helping family members remove their socks.

Item: 6 **Category:** Undressing/Prerequisite3

BEHAVIOR Removes front-buttoning shirt and coat without assistance.

Methods:

1. To teach unbuttoning, see Fasteners/Prerequisite5.
2. Once shirt is unbuttoned, show the child how to remove arms from sleeves. Assist in removing the first arm and let the child finish taking off the shirt. Then teach the child to hold side of shirt, pull it back, and slip out of sleeve, pushing underarm sleeve seam over elbow. Model behavior for the child, if necessary.
3. Remove both arms from shirt sleeves at the same time. Grasp each side of front of shirt and pull back toward shoulders. Once shirt is past shoulders, arms can easily be slipped out of sleeves.
4. Use same procedure as above to remove coat.

Keep directions simple and terminology the same - "Take your coat off."

Refinement: After Methods 1-4 have been successfully completed, encourage similar procedures with front buttons on sleeves or pants legs.

Carryover: Have the child practice taking off shirt and coat at appropriate times during daily routine.

Item: 6 **Category:** Undressing/Prerequisite[4]

BEHAVIOR

Removes pants and underwear with elastic closing completely and independently.

Methods:

1. Show the child how to place thumbs in elastic band of pants and pull them down. Physically assist the child as necessary and provide specific verbal directions for each step of the task. Teach the child to take off underwear or short pants before working on long pants.

2. Break the task down into the following steps: put thumbs in elastic band, pull pants over hips and down to feet (sit down if necessary). Remove one leg from pants, remove other leg. Require the child to initiate task and remove pants as far as possible. Provide physical assistance and verbal cues as necessary to accomplish final steps. As one step of the process is mastered, begin teaching the next step in the sequence. Another way to approach undressing is:

3. Allow the child to begin removing pants by performing the last component of the activity first (backward chaining) e.g. with pants down and one leg out, child removes other pants leg. Work until she is finally removing pants independently.

4. Practicing with pajamas may be easier for the child. They are larger and have loose elastic.

> If a child displays insufficient strength to remove pants, try letting him wear pants that are one size larger, using suspenders if necessary.

Refinement: Provide opportunities for the child to initiate and independently complete undressing. Assist when the child requests help.

Have the child unzip and remove pants without assistance. Put pull tab on zipper if the child exhibits difficulty.

Carryover: Practice skill in functional settings: bedtime and naptime.

Item: 6 **Category:** Undressing/Prerequisite[5]

BEHAVIOR Removes pullover shirt with loose neck.

Methods:

1. Demonstrate the following steps for the child: cross arms, grasp each side of shirt, pull shirt up over head while straightening arms, pull over head, and remove arms. Physically assist the child in each step of the task and provide verbal directions. Teach one step of the procedure at a time. As the child learns each step, begin to teach the next step.
2. Another method is to have the child remove her arms from the shirt, grasp the shirt by the bottom, and then pull over head. First, teach the child to pull her arms out of the sleeves and assist the child in pulling the shirt over her head. Then teach the child to hold the shirt by the neck band and pull it over her head.
3. Be sure the neckband of the shirt is loose enough to allow the child to get it off. Practice with short sleeved-shirts before long sleeved. Pajamas often have a very loose neck and are easier for the child to master.

> If a child displays insufficient strength to remove a pullover shirt, try letting him practice on shirts that are one or two sizes larger than he usually wears.

Refinement: Have the child remove a pullover shirt independently, regardless of type of neckline. Show child how to work tight necklines off with gradual tugs.

Provide the child with dress-up clothing, i.e., sweaters, jackets, coats, and encourage the child or children to put on and take off the clothing. Encourage imaginative play.

Carryover: Assist the child by taking her physically through the motions each time she removes a pullover shirt. Keep instructions simple.

Item: 7 **Category:** Toileting/Criterion

BEHAVIOR

Cares for self at toilet, including toileting, cleaning self, and flushing.

Standing balance, motor planning, and comprehension of toileting vocabulary are necessary for this behavior.

Methods:

1. Demonstrate to the child how to clean self. Check periodically to make sure she has. Praise when she does.
2. Make sure flushing device is manageable for the child.
3. Instruct the child in the proper amount of toilet tissue to use. Initially, guide child's hand to wipe herself. Reduce physical assistance and provide verbal directions.
4. During initial stages of training, remain in the bathroom with the child. Remind her of each step, including wiping self, flushing toilet, and washing hands. A picture chart that can be checked off as each task is completed may be kept in the bathroom. As child becomes more independent, check with her afterward to determine that all the steps have been completed. Provide stars or stickers on a chart to reward child each time she toilets independently

If the child is unable to maintain independent standing balance, provide rails or stable pieces of furniture for the child to hold onto while pulling pants down and getting onto potty or toilet. For the larger child who uses the toilet, provide a stable bench for her to use to gain sitting position on the toilet. This bench should be at the level that would then provide the child with foot support (hips at 90°, knees at 90°, and feet flat on floor or bench).

Refinement: Have the child pull pants down at least far enough to preclude accidents at toileting. Give the child a criterion, such as, "down to your shoes."

Carryover: Allow for as much independence as possible during this instructional stage of toileting. Have the child pull pants down and up with little assistance.

Item: 7 **Category:** Toileting/Prerequisite[1]

BEHAVIOR

Indicates a wet or soiled diaper by pulling, fussing, or facial expression.

Methods:

1. When changing, use consistent toileting words.
2. Remind her when she may need to go the bathroom. Praise when she grimaces, grabs self, says she is wet or soiled. Be observant for any indications she uses and capitalize on these.
3. When checking the child to see if her diaper needs to be changed, ask the child if her diaper is wet or soiled. Teach the child a word or gesture that means the diaper is soiled. Allow the child time to come to you and indicate the wet diaper, instead of anticipating her need and approaching the child first.
4. When diapering, if diaper is wet, say, "Wet" to child.

Refinement: Teach the child a consistent word or gesture to indicate the need to be diapered.

Carryover: When changing the child, call attention to the difference in the way a wet or soiled diaper feels and how a dry one feels.

Item: 7 **Category:** Toileting/Prerequisite[2]

BEHAVIOR Urinates and defecates in toilet or potty chair.

Methods:

Record time of day that child urinates or defecates for one week to establish whether child has a pattern. This will assist in anticipating times to put the child on the toilet.

1. Have the child wear training pants instead of diapers. Seat the child on the toilet/potty chair at the times indicated from your recording. Establish a time limit and only require the child to remain that long. Praise child for sitting on the toilet as well as for doing something.
2. Do not punish the child for accidents, but avoid reinforcing them with too much attention. Provide the child with clean, dry pants, but require her to do as much of the changing as possible.
3. Initially, prompt some successes by giving the child a large glass of liquid and placing her on the toilet shortly afterward.
4. If the child resists sitting on the potty or being in the bathroom, establish a program of progressive approximations. Initially, require her to only sit on the potty chair, outside of the bathroom, fully clothed. Gradually require more of the child as she resists less.
5. Make the experience as pleasant as possible. Provide attention and stay with the child. Do not punish, threaten, or scold.
6. Make sure that the child is in a stable, secure position on a potty chair that fits her. If necessary, provide a lap belt or wide cloth around her trunk, tied behind chair, to secure her.
7. If the child has trouble sitting on a regular potty chair or toilet, have her straddle the toilet with the back to you, facing toward the back of the toilet. Encourage the child to maintain position by pressing knees and thighs firmly against sides of the toilet. See O.T. for help in modifying toilet for secure sitting.

SELF HELP

Item: 7 **Category:** Toileting/Prerequisite[3]

BEHAVIOR

Experiences no more than two bowel accidents during a period of five mornings and will normally perform bowel function alone, though may be assisted in cleaning self.

Methods:

1. Use same words every time you speak of toileting.
2. Encourage; do not scold or punish.
3. Place child on potty at appropriate time.
4. Let her see other children or family members at toileting; exaggerate gestures somewhat and let her see results before flushing.
5. Gradually stop placing her on potty; allow her to tell you her needs.
6. Provide with a small step so she can get on toilet by herself.
7. Use reminders, praise, and rewards. Using a chart with stars or stickers where the child sees how many successes she had may be helpful.

Refinement: Encourage the child to use the toilet independently, being sure that it is easily accessible at all times.

If the child cannot easily be positioned on toilet, consult PT.

Carryover: Frequently ask the child if she needs to use the bathroom. Place the child on the toilet before going outside to avoid accidents.

Item: 8 **Category:** Undressing for Toileting/Criterion

BEHAVIOR Pulls pants down far enough to use toilet and pulls them back up with assistance in buttoning.

Methods:

1. Take the child's hands and guide her in pushing pants down. Tell the child and have her repeat "pushing" pants down. Do same for "pulling" pants up. Gradually reduce physical aid.
2. If the child has an accident because of not getting pants down far enough, make her responsible for helping to change her clothes and explain that you have to get pants down farther to avoid an accident.

If the child has difficulty maintaining a standing or sitting posture, provide rails or solid furniture for her to hold onto.

3. Follow Method #1 and #2. If success is not consistent cue this activity with music. Cue each effort the child initiates with sections of music. Only play the music during these efforts.

The following is suggested strategy for increasing the child's attention span for this criterion. Place a four-inch-in-diameter piece of tissue paper in toilet. Encourage a game of aiming for the toilet or listening to the sound made from urination. These games will increase the child's interest in the overall activity and will aid the teacher in extending the teaching time period when successes have been minimal.

Refinement: The child is able to remove pants completely. The teacher may need to use backward chaining methods, by first having the child remove (a) feet from pants legs, then (b) remove pants from knees down, etc.

Carryover: Take the child through physical movement of removing pants each time the occasion arises.

Item: 9 **Category:** Dressing/Criterion

BEHAVIOR

Puts on underwear, pants, coats and shirt with loose neck with only verbal assistance.

Methods:

Motor planning, head and trunk control, balance, and use of eyes and hand together are prerequisites.

1. Initially, hand the child each piece of clothing ready for putting on.
2. Speak with the child while performing dressing skills. Label body parts, items of clothing, position of extremities ("Put this arm in this sleeve,"etc.)
3. Lay coat out on table. Have the child back up and put arms in.
4. Put coat upside down on floor (neckline facing child); child places arms in holes, bends, backs up, and flips coat over head.
5. Provide stable furniture for support as the child pulls pants on.

If the child has difficulty maintaining balance or reaching and grasping clothing, see OT/PT for suggestions.

Refinement: Have the child dress self without verbal or physical assistance (no supervision).

Show the child a method for distinguishing between front and back of clothing when dressing, such as "The tag goes in the back."

Ask the child to select the clothing appropriate to the given day's weather. If child gives inappropriate response, explain in appropriate language the reason for a different choice.

Carryover: Allow for independence of dressing skills, even though initially it will be more time consuming.

Time the child with a timer, ringing timer as she completes tasks independently.

Practice dressing to the child's favorite music.

Item: 9 **Category:** Dressing/Prerequisite[1]

BEHAVIOR Assists with pulling on and putting arms through holes of a coat.

Methods:

1. Hold garment close to the child's body with sleeve near arm. Encourage the child to raise arm toward sleeve. Praise effort or physically guide. Talk about the process saying, "Here is the hole for your arm. Let's put your arm through." Repeat with socks, shoes, and pants.
2. Say, "Push" as you put on shoes, mittens, etc., and let her push.
3. Make this a game - "See how far you can get your arm into the sleeve." Make the child proud to respond by dressing.
4. Make cardboard rings to simulate sleeves to place arms and legs through for fun.
5. When dressing the child, name body parts as you move or touch them. Encourage her to move the appropriate parts.

When spasticity exists, adult should not pull the child's arm through a sleeve.

Refinement: Prompt the child to extend arms and legs in anticipation of required movements to facilitate dressing with verbal cues such as "Let's put your shirt on."

Carryover: Use cues the child may know from games and routines such as "so big" as a sign to lift arms.

Item: 9 **Category:** Dressing/Prerequisite[2]

BEHAVIOR Puts hat on head before going out to play.

Methods:

1. Guide the child's hands in grasping each side of the hat and pulling it onto her head. Initially, teach with hats other than a stocking hat to decrease task difficulty.
2. Use a mirror so the child can watch herself. Take turns putting hats on one another.
3. Have the child place a hat on a large doll or another child.
4. Have the child locate her hat from a box containing other children's hats.

Refinement: Have the child open the bottom of a stocking hat and pull it onto her head. Show child how to grab each side of the hat and place it on the head.

Carryover: Allow the child to play with a variety of hats to practice putting them on and taking them off herself and others.

Item: 9 **Category:** Dressing/Prerequisite[3]

BEHAVIOR

Puts on pants with assistance (underwear)

Methods:

1. Practice with pants with elastic casing first. Hold pants as child places legs in. Color code with tape corresponding legs to pant legs if necessary. Stand behind the child and assist her in pulling up pants by placing your hands over hers. Help the child to grip waistline and pull "up".
2. Make large outline of pants on white cardboard. Have the child lay pants in this outline and stand in front of pants waistline. Standing behind the child, assist her in gripping the waistline and inserting one leg at a time correctly in the pants. Gradually reduce assistance and eliminate outline.
3. Continue practice using pants with front closing with buttons or zippers.

Refinement: Have the child dress without verbal or physical assistance.

Carryover: Have the child assist family member in laying out and putting on pants.

Item: 9 **Category:** Dressing/Prerequisite[4]

BEHAVIOR Puts on own shoes when laces are loosened.

Methods:

1. Have the child place her foot in a box (oatmeal, shoebox) to learn placement. (Pretend foot is driver in race car, captain in boat, engineer on train, etc.).
2. To teach putting on shoes, select beach thongs. Show the child how to slip her toes into the front of one. Assist the child in slipping her toes in as she imitates.
3. Provide large (adult) shoes or slippers for the child to practice with.
4. Adult demonstrates putting shoes on and encourages the child to imitate with loose slippers.
5. Open up shoes as much as possible before giving them (one at a time) to the child to put on.
6. To put on shoes, begin with a large slipper. Show the child how to slip her toes into the front of the slipper, push down with her heel, and pull up on the sides of the heel of the slipper. When the child has mastered the task, begin practicing with the child's own shoes.

Refinement: Child places foot in shoe independently and begins to pull on laces.

Have the child pull laces taut. Allow the child to practice with a lacing board.

Carryover: Allow the child to play with adult shoes, putting them on her own feet. The adult can begin building on language of big and little when identifying her shoes and the adult's shoes. Always label articles of clothing and body parts as you work with the child.

Item: 9 **Category:** Dressing/Prerequisite[5]

BEHAVIOR Pulls on own socks although sock heels may be misplaced.

Methods:

1. Put sock on the toe so heel is below her heel. Let her pull it on. Gradually withdraw help.
2. Give the child short socks at first. They are easier to manage than knee-hi's.
3. Practice with large socks or with short tennis socks before using the child's regular socks.

Be sure the child is placed in a stable sitting position before asking her to put socks on. Corner sitting is sometimes necessary to provide necessary support.

For those children who are unable to maintain a sitting posture, even with support, a side lying position is advised.

If a child must be concerned about maintaining her body in controlled posture, her fine motor and skilled abilities will be jeopardized.

Direct the child's vision to the activity if possible.

Refinement: Child is able to maintain balance while independently putting on socks with heels in correct position.

Carryover: Have the child participate to the extent she can when dressing.

Have the child "look at" what she is doing.

Item: 10 **Category:** Washing/Criterion

BEHAVIOR

Uses soap and water fairly deftly to wash hands and face, and towel to dry adequately (some moisture remaining).

Methods:

1. Physically assist the child in moving her wet hands over a bar of soap. Encourage her to work up a lather and then rinse. Reduce physical aid and provide verbal directions as the child gains proficiency. Using a small bar of soap will improve the child's level of success.
2. Practice washing hands after a messy activity, such as fingerpainting or when the child comes in from outdoors and her' hands are very dirty. If the sink is filled with water, the child can see how much dirt she has washed off her hands.
3. Use a mirror when washing face so the child can see herself. Provide enough aid to preclude getting soap in the child's eyes. If the child is reluctant to use her hands to wash face, show her how to put soap on a washcloth and wash herself. When using a cloth, there is less possibility of getting soap in eyes.
4. Make the child a special washcloth by fashioning a hand puppet out of a washcloth or towel to provide additional incentive.
5. If using a washcloth, provide a lightweight one from which the child will be able to wring the water herself. Large, heavy washcloths are not manageable by young children.
6. Simple line drawings/or photographs of hand and face washing may help the child to remember the sequence of the activity.

For severely involved children, it may be helpful to drill a hole through the bar of soap and tie it to the faucet.

Refinement: Supervise while the child turns water faucets off and on for herself. Demonstrate what is a desirable water pressure (too hard makes a lot of mess).

Carryover: Have the child practice washing face in the bathtub where splashing will not create a problem. Use a mirror to show the child how she looks before and after to help her evaluate the job she has done.

Item: 10 **Category:** Washing/Prerequisite[1]

BEHAVIOR

Purposefully uses towel to dry hands so that wetness is gone, some moisture remaining.

Methods:

1. Rub lotion on the child's hands. Encourage the child to rub lotion on her own to practice the motion needed for drying.
2. Provide a towel within easy reach for the child. A towel hanging on a low bar is easier for the child to manage than one she must hold while drying her hands. Provide a small hand towel if a low bar is unavailable.
3. Physically assist the child and guide her through drying hands.
4. Follow Method #3 and require more thorough drying. Use verbal cues to encourage drying (e.g. "Look at that drop of water; look at those fingers").

Refinement: Follow Methods #2, #3, and #4, varying texture and length of towels.

Carryover: Allow the child to dry her own hands after being cleaned from eating or after toileting. Give simple direction, "Dry your hands."

Have the child practice drying plastic dishes, table tops, etc.

Item: 11 **Category:** Brushing Teeth/Criterion

BEHAVIOR Brushes and rinses with only verbal assistance.

Methods:

Oral-motor control, hand-to-mouth control, motor planning, and grasp are prerequisites.

1. Show the child how much toothpaste to use and how to put it on the toothbrush. At first, use physical assistance and verbal cues to assist the child. Reduce physical assistance but continue to give verbal directions.
2. Show the child how to brush up and down and physically guide her as much as necessary. Try to establish a routine of starting to brush in one place, systematically moving to the remaining teeth. If the same pattern is followed each time, there is more likelihood of brushing all the teeth each time. If needed, practice brushing with up and down motion on a large picture of a smile drawn on poster board.
3. Make a chart to record the number of times the child is successful in brushing teeth without help.
4. Provide motivation for tooth brushing through use of play activities with a puppet. These may include allowing the child to brush the puppet's teeth or having the puppet "brush" the child's teeth by placing the puppet on the child's hand as she holds her tooth brush.

Note: If the child has a weak grasp, it may be necessary to build up the tooth brush handle with gauze and masking tape or use Velcro strips around the child's hand to hold the brushes secure and provide more success for the child.

Refinement: Present units on the dentist as a community helper and emphasize the importance of dental hygiene.

Carryover: Brushing teeth should be established as a routine part of the child's daily care. Remind the child when you have to and reinforce her for initiating the activity herself.

Item: 11 **Category:** Brushing Teeth/Prerequisite[1]

BEHAVIOR

Brushes teeth with some movement of toothbrush after being asked to do so and rinses mouth with assistance.

Methods:

1. Adjust water for child and put toothpaste on the toothbrush. Brush your teeth at the same time to model proper brushing for the child. Provide glass of water and demonstrate rinsing mouth.
2. Physically guide the child's hand in brushing with the proper movement.
3. For the severely handicapped child, place the child in your lap as you sit on the floor facing mirror. Provide postural security as you guide the child's arm in toothbrushing sequence.

> Consult an OT or PT for children who must be placed in prone positions or head down on a wedge in a prone position.

Refinement: Have the child place toothpaste on a brush and begin to brush teeth with minimum of outside assistance. Label all equipment as it is being used.

Carryover: Aid the child in caring for her own dental needs daily.

Item: 12 **Category:** Nasal Hygiene/Criterion

BEHAVIOR Given a tissue, the child can, on verbal request or independently, both blow and clean nose until dry.

Methods:

1. Demonstrate for the child.
2. Hold tissue for the child and tell the child how to blow: close mouth and blow or snort.
3. Encourage the child to blow ping pong balls by blowing through her nose.
4. Encourage the child to blow through her mouth to move a tissue held in front of her mouth. Repeat and have the child close her mouth and blow through her nose.
5. Place tissues in accessible place and remind the child to use them.
6. Praise for blowing own nose and disposing of tissue.

Refinement: Encourage the child to be aware of the need to blow her nose. Gradually reduce reminders until the child does it independently.

Carryover: Keep tissue handy, making the child aware of the need to blow her nose. Gently assist her in the activity.

Item: 13 **Category:** Puts Away Belongings/Criterion

BEHAVIOR

Hangs own coat on hook after being told to on at least two of four trials, with little or no assistance.

Methods: Motor planning and reach and grasp are prerequisites.

1. Sew a metal chain in a semi-circle on inside coat collar. Make sure she can reach hook to hand it over.
2. If using hanger, make sure it is correct size for coat. Place it and coat on floor and show child that it fits in the arms and shoulder. Hook zipper and let her zip it. Have clothes bar at proper height.
3. If the child forgets and throws coat down, have her put it back on, go out, re-enter building, and hang up coat.
4. Place a stool near coat racks if they are too high for the child to comfortably reach or make sure that hooks are placed at appropriate height for the child.

For the child who is too physically involved to reach the criterion behavior, asking or gesturing for assistance should be encouraged so that she is responsible for disposing of her clothes to some degree.

Refinement: Have the child consistently hang coat on hook without being told. Place footprints from the door to the coat rack for the child to walk on to encourage behavior.

Carryover: Make it a practice to expect the child to pick up after herself and be responsible for storing properly all articles of clothing, whether clean or dirty.

Encourage the child to assist family members in hanging up coats.

Item: 13 **Category:** Puts Away Belongings/Prerequisite[1]

BEHAVIOR Puts away own playthings with direction.

Methods: Establish a specific area for toys to be kept. Inform the child of where this storage area is.

1. Allow some transition time between play and the next activity. Tell the child to pick up her toys. Verbally direct the activity and provide physical assistance as necessary.
2. Direct the child to pick up the toys and then leave room. Praise the child if she has completed task.
3. If the child fails to pick up toys, assist her in doing so.
4. While attempting Method #3, if the child appears disinterested, create a game which involves the procedure of picking up the toys.

Organize toy storage area into categories, i.e., building toys on a special shelf and riding toys in another area. Use pictures posted at area to remind child where to replace toys.

Refinement: If the child is slow to complete the task, set a timer and have the child hurry to get done before the time is up.

Carryover: Allow the child to know that you expect her to pick up her toys. Be consistent in your demands.

Encourage the child to replace a toy as she is finished with it, so as to avoid an overwhelming task at the end of the day.

Item: 13 **Category:** Puts Away Belongings/Prerequisite[2]

BEHAVIOR Clears own place at table.

Methods: Before allowing the child to leave the table, have her clear her place. Verbally direct her so that she doesn't drop things. Have a cleared counter area where she can put the dishes.

1. Encourage the child to watch while other children and adults clear their places at the table. Observe her attention span and awareness of the situation.
2. Assist the child in placing utensils in the center of the plate before removing plate.
3. Have the child stand, then take plate with two hands. Physically assist initially.
4. Make the child aware of the number of trips she will be taking to the wastebasket or kitchen. Tell the child what she is to do immediately prior to your expectation. Suggestion: glasses and paper goods should be separate trips from plates or bowls.

Refinement: Wait to see if the child clears her own place without verbal reminders. Reward independence.

Carryover: Same as Methods #1-4.

Photograph the child as she clears her place at the table. Provide this picture for reinforcement as needed.

SELF HELP

Item: 14 **Category:** Meets Own Needs/Criterion

BEHAVIOR Gets drink unassisted from fountain or faucet.

Methods: Prerequisites are oral-motor control, independence in mobility, and motor planning.

1. Model drinking from a fountain. Encourage child to do the same. Observe response.
2. If using fountain, provide low stool for the child to stand on. Control the fountain handle for the child until she can drink proficiently from the fountain. Instruct the child to suck or slurp the stream of water without touching the fountain with her mouth.
3. Model the use of a faucet for the child. Encourage the child to do the same. Observe response. Use Method #4 if the child appears frustrated or confused.
4. If using faucet, clearly mark the cold water to avoid any accidents. Provide a stool for the child. Turn on the faucet and let the child hold and fill glass. Show the child how to turn off the faucet. Put your hand over hers and guide her. Then follow the same procedures to teach turning on the faucet. Observe the child and give verbal directions on several occasions after the child has mastered task. Be sure unbreakable cup is available to the child so she can independently get a drink.

Use colored tape on faucets throughout the house to help the child learn position of hot and cold water.

Refinement: Have the child get a drink independently from both a fountain and a faucet. Follow Method #4 if necessary.

Carryover: Manually take the child through series of steps required to get a drink. Also use simple instruction, no lengthy explanation.

Item: 14 **Category:** Meets Own Needs/Prerequisite[1]

BEHAVIOR

Clearly indicates that she wants food or drink by verbalization and gestures.

Methods:

1. Model situations when you desire food or drink. Make sure the child is attending to your actions. Observe her response. Provide the child with nourishment independent of her actions.
2. Try not to anticipate and meet needs before the child has demonstrated that she wants something. When the child approaches the sink or eating area, ask her if she wants a drink or something to eat. Model a word or gesture for the child and have her imitate it. Reinforce with the food or drink.
3. Give the child a drink or snack in a specific area. Use consistent words or gestures with the child. Her coming to that area or using the familiar gesture can serve as a cue to teach the child a sign for her needs.
4. Once a verbalization or gesture has been established, slowly shape gesture or verbalization to a sign which is generally accepted.

Refinement: Give food or drink only when the child indicates by gesture or verbalization. However do not have the child's food intake solely contingent upon this activity.

Carryover: Same as Methods #1 and 2 above.

Item: 15 **Category:** Table Skills/Criterion

BEHAVIOR

Serves self from medium-size plastic bowl with food in it without spilling and passes the bowl to the next person on two of two trials.

Methods:

Prerequisites are the ability to stabilize shoulders and to reach for an object.

1. Make passing bowls and serving self part of the mealtime routine. Seat the child next to an adult so assistance can be readily provided.

2. Place the serving bowl on the table within the child's reach. Physically assist her in spooning the proper amount of food onto her plate. Use plastic bowls to avoid breakage.

3. Teach task by serving the child the first helping, but put less on her plate than you anticipate she will eat. Have the child practice serving herself seconds when the serving dishes are not so full. Have others request the child to pass dishes.

4. Allow the child to pass small items such as salt, pepper, butter, catsup, or dressings if she is not yet capable of handling serving dishes.

5. Play ball games where the child passes the ball to the person beside her.

Make sure the child's chair fits her and she is secure before asking her to pass food. Her feet should be flat on a firm surface, knees and hips at 90°. If the child has spasticity, it is sometimes better to flex her a little above 90° at the hips and to anchor with a lap belt. The child must be secure and comfortable. See P.T./O.T. for seating adaptations.

Refinement: After success with Methods #1-5, change the direction in which the child is passing the bowl to another person so that she is required to cross the midline. Vary the weight of the bowls.

Carryover: Allow the child to participate in serving herself during family dinners.

Item: 15 **Category:** Table Skills/Prerequisite[1]

BEHAVIOR Wipes up a spill so that most of moisture is removed.

Methods:

1. Do not overreact to accidental spills. Provide the child with a cloth or sponge and instruct in wiping it up. Provide physical assistance as necessary.
2. Provide practice in wiping the table by having the child wipe up moisture from under her glass with her napkin after she is finished with a meal.
3. Make clearing her place at the table part of the child's mealtime responsibility. Include picking up crumbs and wiping up spills as part of the task.

Refinement: Have the child wipe up spill so that all moisture is removed and dried. Encourage the child to feel area with her hand to determine if she wiped the entire spot.

Carryover: Have the child clean her area at the table after each meal. Decrease your assistance as she becomes more independent.

Item: 15 **Category:** Table Skills/Prerequisite[2]

BEHAVIOR

Child can pour liquid from quart pitcher 1/2 full into cup without spilling liquid or knocking cup.

Methods:

1. Provide plastic pitchers, cups, and bottles in a water play area. Practice pouring liquids from one container to another.
2. Practice the skill at snack times, which may be less hectic than mealtimes. Fill quart container only one-quarter full initially. Show the child how to pour the liquid into the glass. As the child gains skill, put greater quantities of liquid in the pitcher.
3. Practice with low, heavy cups which are less likely to be knocked over than tall, lightweight cups.

Refinement: Have the child pour juice or other liquid for self and orhers at snack time. Be sure that container is the appropriate size for the child to handle.

Carryover: Provide pitchers to practice pouring sand, dried lentils, etc.

Item: 15 **Category:** Table Skills/Prerequisite[3]

BEHAVIOR Spreads peanut butter on bread with little tearing and cuts bread in half.

Methods:

1. Play dough spreading with a spatula can be used to initiate broad spreading motions.
2. Use soft butter or peanut butter; also use toast at first, as it tears less easily.
3. Use dull knife with larger handle.
4. Demonstrate; allow child to make own sandwiches.

Refinement: Have the child spread paste on a piece of paper with a flat popsicle stick.

Carryover: Encourage the child to spread paste onto paper and make a picture.

Have the child assist in making her own lunches.

Item: 16 **Category:** Environmental Independence/Criterion

BEHAVIOR Plays in own yard exhibiting independence with periodic monitoring.

Methods:

1. Establish an area in which the child is allowed to play. Inform the child of her boundaries and enforce them when supervising the child outdoors. Reinforce the child for staying within the area. Inform the child of the dangers of going out of yard area or in street.
2. Stay outside with the child, but engage in independent tasks while watching child. Reinforce the child for staying in prescribed area. Take the child in house if she leaves that area.
3. Allow the child to play outdoors when supervised by siblings. Always remind the child of what areas she is allowed to be in.

Refinement: After establishing a policy using Methods #1-3, ask the child to repeat as much of the policy as she can remember. Prompt as necessary.

Carryover: Review general neighborhood traffic and schedule of events. Choose a portion of the day when traffic is minimal and the child is alert. Follow Methods #1-3.

Item: 16 **Category:** Environmental Independence/Prerequisite[1]

BEHAVIOR

Takes care in avoiding accident-provoking circumstances and objects when observed during five successive days, especially outdoors and during gross motor play.

Methods:

1. While supervising the child, point out potential dangers and explain what can be done to avoid them. Reinforce the child for avoiding dangers and playing carefully.
2. Set up an obstacle course and practice being careful going through the course.
3. When situations develop during classroom routines where safety principles are violated, take the opportunity to discuss the situation and point out how children could be hurt.
4. Use pictures depicting potentially dangerous situations and have the child tell how to avoid them.
5. When accidents do occur, explain why they occurred.

Refinement: Following Method #4, allow the child to identify the potentially dangerous situation and then to tell how to avoid them.

Carryover: When the child is visiting a neighbor or relative, point out the potential dangers prior to the arrival. Have the child point out the areas of concern once you have given some verbal cues regarding the dangers.

SOCIAL RESOURCE UNIT

Item: 1 **Category:** Receptive Behavior with Adults/Criterion

BEHAVIOR Reacts to the disappearance of a familiar adult.

METHODS:

1. Play peek-a-boo with the child. Use a blanket or towel and encourage the child to pull it off.

2. Position yourself and a familiar adult near the child. Gain child's attention by playing with child for a few minutes. Have the familiar adult gradually move out of child's range of vision. Direct child's attention toward the familiar adult by having the adult call the child by name or by waving a scarf or colorful towel.

3. Have familiar adult stand near the child and get child's attention. Have adult gradually move out of child's range of vision. When out of child's sight, shake rattle, musical toy, or stuffed animal to get the child to look in adult's direction.

This behavior is presented to encourage the development of object permanance i.e., recognition that persons or objects which disappear will reappear. Object permanance begins to emerge in the first six months of life.

REFINEMENT: Encourage child to react to the disappearance and reappearance of an adult by calling the child's name and walk from one room to another. Talk to the child as you move; tell the child where you are going.

Position child with front on the floor. Leave room while calling to the child. Encourage child to crawl in your direction

CARRYOVER: Peek from under a towel or blanket or from under a table, chair, or doorway. Say "peek-a-boo" to get the child to react to your disappearance.

SOCIAL

Item: 1 **Category:** Receptive Behavior With Adults/Prerequisite[1]

BEHAVIOR Shows awareness of adult attention or stimulation by glancing toward the adult.

METHODS:

1. Hum or sing softly to the child when she is being held. Position the child so your face can be seen as you sing to her. (A good time to do this would be while feeding the child.)

2. Hold the child on your lap so she faces you. Talk, sing, or smile to the child with your face 8-10 inches away from her. Gently rock her side to side.

3. While the child is lying face up in the crib, bring your face close to the child's face and touch noses, kiss her cheek or touch her. Repeat this frequently, talking softly to her as you do it.

It is recommended that auditory stimuli be presented in addition to visual stimuli.

4. Look at the child and try to obtain eye contact. Touch the child's nose or cheek.

For additional information regarding eye contact, see the Fine Motor Unit, items 1 and 2.

REFINEMENT: Place the child face down on a covered floor. Encourage the child to visually track you by turning the head side to side. Shake a brightly colored rattle or musical toy to gain the child's attention.

CARRYOVER: Place the child in a comfortable, safe place where she can watch you wash the dishes or fold the clothes. Look at the child as you speak so she knows you are talking to her. Speak to her as you would an adult.

SOCIAL

Item: 1 **Category:** Receptive Behavior With Adults/Prerequisite[2]

BEHAVIOR Quiets to holding.

METHODS:

1. When the child cries, pick her up. As you hold her, talk to her or sing using her name frequently and gently stroke her.
2. Provide child with a favorite soft musical toy while holding her. Provide reinforcement i.e., smiling and cooing when child quiets.

> Most children will quite in response to being held in a secure manner providing their physical needs are cared for. If the child continually does not respond and the intensity of the crying increases, seek the assistance of a pediatrician, nurse, OT, or PT.

REFINEMENT: Encourage child to remain quiet after being returned to original position or space. Give child a favorite toy and provide reinforcement by remaining close to the child, talking softly or singing.

CARRYOVER: When the child cries, pick her up and talk to her in a soothing manner or sing.

Carry child in a carrier (baby sling or pouch) which positions her in front. Smile and talk with her. (This allows you to do other tasks while providing stimulation.)

Item: 1 **Category:** Receptive Behavior with Adults/Prerequisite[3]

BEHAVIOR

Spontaneously smiles at person when engaged in pleasurable activity or soothing.

METHODS:

1. Greet child with a smile whenever picking her up after naps, or when carrying her.
2. As the child is being fed, diapered, and held, talk to her softly and smile often.
3. Lay the child face up on a bed or in an infant seat. Smile at the child as you play a game with her, i.e., peek-a-boo, jack in the box, or this little pig.
4. When the child smiles, respond by smiling and laughing back.
5. Provide child with rattles and toys which contain non-brakable mirrors.

REFINEMENT: Set in front of a mirror with the child on your lap. Play simple games such as patty-cake and have the child look at her reflection in the mirror. Also sing songs and make funny faces and sounds.

CARRYOVER: When you walk by child as she is sitting or lying; stop, talk to her, gently tap her nose. Smile at her saying, "Do you have a smile?" or "Come on you can smile."

Sit with child in front of a full length mirror. Smile, laugh and point to reflection in mirror.

Item: 2 **Category:** Adult Attention/Criterion

BEHAVIOR

Actively seeks adult attention and contact for pleasurable experiences.

METHODS:

1. When the child fusses, moves about, or reaches out in order to get someone's attention, reward her by holding her, talking to her or giving her a toy she likes. Allow the child to make sounds or move around for 5-15 seconds before responding to her needs.
2. As you hold, play, and talk to the child, watch for a smile or a coo. Imitate the child to encourage her vocal sounds. As the child begins to smile and look back to you, cuddle, comfort, and praise her. Repeat her sounds.
3. As you feed, and play with her, talk to her and encourage a response.

REFINEMENT: Encourage the child to seek attention at appropriate times, i.e., upon completing a task or when the child seeks adult involvement in a task.

CARRYOVER: Set aside time to spend with the child. Allow her to select favorite activities for both of you to participate in.

Item: 2 **Category:** Adult Attention/Prerequisite[1]

BEHAVIOR Shows pleasure in adult interaction by increased activity.

METHODS:

1. Gather together various fabrics and sit in a comfortable place with the child. Lay her face up on your lap with her head on your knees so that she feels secure. Select one of the materials and stroke her arms, hands, and feet saying "feel this soft________ on your arms. It's smooth and cool. Do you like the way it feels?" Stroke her arms with fabrics of various textures.

2. Gently move your infant's arms up and down, first together and then one at a time. Describe what you are doing: "I am moving your arms up and down." Continue activity by moving and stroking different parts of the child's body as you sing or cuddle.

REFINEMENT: Encourage the child to reach out and grasp by using dangling toy, i.e., stuffed animal attached to elastic.

CARRYOVER: Encourage increased activity during bath time. Allow the child to splash.

Item: 2 **Category:** Adult Attention/Prerequisite[2]

BEHAVIOR

Follows the moving adult with eyes and head for a large percent of the time.

This behavior may not be present in certain handicapped children whose physical ability to do this is impaired.

METHODS:

1. Child will watch person moving directly in line of vision. Gradually move across child's line of vision while trying to maintain eye contact. Keep praising the child.
2. Move farther away as child gains proficiency at following movement.

For additional methods, see the Fine Motor Unit, Items 1 and 2.

REFINEMENT: Gradually increase the distance from the child. Encourage the child to visually track by singing, shaking a rattle, or by using a brightly colored object or light.

CARRYOVER: Place child on his back. Look at him while talking and gradually walk around to other side of child. He should follow along with you. Do this several times while child is lying on back or stomach.

Item: 3 **Category:** Interacts with Adult and Objects/Criterion

BEHAVIOR Seeks adult and initiates interactions with objects.

METHODS:

1. Place object in child's hand. Give directions "give me, please" and hold out your hand to child. Physically guide the child through the action, if necessary.

2. Show the child something that will interest her, i.e., new toy, cookie, flower. Encourage her to "Go show (daddy) " or "Bring (name) to come and see."

3. Provide the child with several toys which require your assistance to operate. Encourage her to select an object and bring it to you.

Additional methods regarding grasping and holding objects are found in the Gross and Fine Motor Units.

REFINEMENT: Encourage child to bring you a book that she would like you to read.

CARRYOVER: Provide the child with a few toys. Admire her toys when she shows them to you. Encourage her to share them with you, "May I play with __________?"

Item: 3 **Category:** Interacts with Adult and Objects/Prerequisite[1]

BEHAVIOR

Holds and accepts offered object.

METHODS:

1. Use bright objects, jewelry, or a favorite toy. Offer the object and hold it close to the child's hand. If the child reaches, give it to her. When offering the object, shake it or tap it lightly first to get her attention. If she does not reach, guide her hand to the object.
2. Hold the bottle, cup, or toy, just in front of the child. Wait for her to reach for it before giving it to her and be sure to smile.

REFINEMENT: Vary the size of the object. Provide the child with objects of unusual shape, i.e., eating utensils, an inflated rubber glove, dolls, stuffed animals (objects with projections). Have the child pick up the object independently.

CARRYOVER: Give child objects of various sizes and shapes. Gradually introduce her to picking up objects by herself. Use objects frequently found in the home, i.e., spoons, spools, plastic containers, small pots.

Item: 3 **Category:** Interacts with Adult and Objects/Prerequisite[2]

BEHAVIOR

Responds to adult initiated object play.

METHODS:

1. Gain child's eye contact by holding a favorite toy or brightly colored object, i.e., a ball, pinwheel. Call the child's name to gain her attention. Once eye contact is obtained, give the child a favorite toy. Physcially guide the child's hands if necessary.
2. Provide the child with objects which must be acted upon i.e., a music box, string toys, toy trucks or cars. Model the behavior as necessary. Tell the child "Your turn to push the car" "You do it."

REFINEMENT: Encourage the child to respond to play initiated by a peer. Provide assistance as necessary. Present toys and other materials for both children. Model as necessary.

CARRYOVER: Provide opportunities for the child to play with you apart from others as well as distractions. Hold the child and encourage her to hold and explore an item of interest, i.e., a sea shell, doll, or rattle. Guide the child's hand to the object and gradually reduce assistance. Talk to the child about the object and model how to hold it and explore it. Praise the child.

Item: 3 **Category:** Interacts with Adult and Objects/Prerequisite[4]

BEHAVIOR

Initiates activities with toys.

METHODS:

1. Set up the play area with visually interesting toys and materials. Point out the toys or lead the child to the toys.
2. Observe child to identify favorite toy or object. Once the child loses interest, remove the toy and re-introduce it at a later time. Provide assistance in locating the toy if necessary.
3. Provide the child with toys requiring that they be acted upon, i.e., music box, jack-in-a-box, or puzzle.

REFINEMENT: Encourage the child to search for a favorite toy or object by saying "Where is your truck?" Once the child has located the toy encourage her to select an area to sit and play with it.

CARRYOVER: Select one or two favorite toys to place in a room. Encourage the child to play with the toys by first pointing them out or leading the child to a toy.

Item: 4 **Category:** Imitation of Adult Activity/Criterion

BEHAVIOR Imitates adult tasks during make-believe play situations.

METHODS:

1. Provide opportunities for child to replay adult tasks, i.e., setting the table, washing the car. Assist the child in replaying adult tasks.
2. Allow the child to direct the activity by asking the child who she wants to imitate and what she prefers to replay.
3. Provide the child with her own dishes, trash can, toy car, etc., in order to stimulate play situations.
4. Encourage the child to have a tea party with you and others.

REFINEMENT: Have the child imitate tasks described in a song or poem. Have the child follow the actions described on a record (Hap Palmer and Kimbo supply records of this nature).

Provide the child with simple situations for role playing. "Show me how Daddy washes his face." "Show me how Mommy combs her hair." etc.

CARRYOVER: After the child has assisted you several times with a task, provide her with tools and utensils to imitate the task.

Item: 4 **Category:** Imitation of Adult Activity/Prerequisite[1]

BEHAVIOR

Imitates and participates in routines such as pat-a-cake, peek-a-boo, and bye-bye.

METHODS:

1. Play finger and toe games with the child to help her become more aware of her hands and feet. Rub her hands together and rub her hands on her feet.
2. Put brightly colored shoes or booties on the child or tie a bell to her footwear which will jingle when she plays with her feet.
3. Begin the games by taking child's hands and saying "pat-a-cake" as you clap them together. While you are doing this smile and praise the child. Gradually reduce assistance. Do the same for peek-a-boo and bye-bye. Encourage the child to imitate you. If necessary assist her with bringing hand in the correct position.
4. Play body identification games which encourage the child to imitate touching the nose, blinking the eyes, opening the mouth.

REFINEMENT: Take child to the door. When bye is said, help her raise her hand but let her wave bye-bye. Reward success with hugs and praise.

CARRYOVER: Encourage the family to model clapping hands when child does something good, such as finishing a task. Encourage child to imitate and physically help her if necessary.

Play simple games which require imitation i.e., pat-a-cake or peek-a-boo.

Item: 4 **Category:** Imitation of Adult Activity/Prerequisite[2]

BEHAVIOR Assists adult in simple tasks.

METHODS:

1. When you are dressing the child, show each piece of clothing and tell which part of the body it goes on. Then ask her to help you dress her telling her what she needs to do to help as you dress her. "Hold up your arms, "Hold up your foot."
2. Be sure the child knows the name of several familiar objects before you ask her to bring them to you. Put them somewhere in the room within the child's view. First ask the child to give you something near her within her reach. Then have her get a couple of things one at a time from across the room. Show her what you mean if she fails to give you what you asked for.
3. Encourage the child to help with tasks after she is familiar with the routine such as setting the table, putting the pots away, taking out the trash.

REFINEMENT: Gradually increase the difficulty of the tasks and decrease the amount of assistance. Children may enjoy planting a vegetable garden, washing a car, selecting items from the shelves of a grocery store.

CARRYOVER: When folding clothes or sorting clothes, give the child a wash cloth or tea towel to shake and attempt to fold while you are working. Praise the child for helping.

SOCIAL

Item: 4 **Category:** Imitation of Adult Activity/Prerequisite[3]

BEHAVIOR Role plays with adult using housekeeping and other toys.

METHODS:

1. Sit next to the child with a phone in front of you and a play phone or second phone in front of the child. Make a ringing noise, "Brrring, Brrring. Telephone! I'll get it." Lift the receiver and bring it to your ear. "Hello-Hello baby's name. Pick up your phone and say hello." Encourage the child to pick up the receiver and hold it to his ear. Say "Hello ___________, I like to talk to you. What did you do today? Well, bye-bye." Put your receiver down and help your child do the same. Repeat the game but reduce assistance and encourage more talking. Praise your child's efforts.

2. Use another item in the house such as the dishes. Set up a small table for the child to use and pretend that the two of you are having tea and donuts. Afterwards, clean up the dishes by taking them to the sink, washing, drying, and putting them away.

3. Use different hats to role play different jobs, such as farmer, doctor, nurse, fireman, etc. Have the child imitate your role. Later have child role play by herself.

4. Set up a house keeping corner which includes, brooms, dust mops, and dishes. Play with the child.

REFINEMENT: Provide dress up clothes and encourage children to imitate different people in their environment.

CARRYOVER: Encourage child to role play familiar activities by modeling or by participating in role playing. Have the child role play a gasoline attendant, policeperson, doctor, grocery clerk.

Provide child with toy tools and utensils that she can use to work along with you as you prepare dinner or clean.

Item: 5 **Category:** Receptive Behavior with Other Children/Criterion

BEHAVIOR Shows preference for one or more other children.

METHODS:

1. Provide child with opportunities to interact with all of the children during regular activities (so a preference is established).
2. Arrange for another child to participate in an activity such as crawling under a table, sitting in a box or rolling in a blanket. Encourage cooperative play.
3. Provide opportunities for the child to play with other children. Promote activities, i.e., pushing and pulling toys, playing with balls, block building, sand box play.

> Children may prefer playing next to, but not necessarily with another child.

4. Place blocks, small toys, or puzzle on the floor. Invite small groups of children to come and play with the toys. Ask a child to "bring a friend or friends" to play with the toys.

REFINEMENT: Play records, sing, or perform fingerplays with a group of children. Allow the child to sit next to the child she chooses. Also encourage children to select a "buddy" to eat lunch with or go on a walk with.

CARRYOVER: Provide opportunities for the child to play with other children. Provide opportunities for activities which permit two or more participants.

Item: 5 **Category:** Receptive Behavior With Other Children/Prerequisite[1]

BEHAVIOR

Observes another child.

METHODS:

1. Arrange for another child of about the same age to play in the same room.
2. Have the two children sit close together and give directions to imitate movements they know such as bye-bye, pat-a-cake. Encourage children to look at each other
3. Give each child the same toy to play with. One child may imitate the other.

REFINEMENT: As a small group of children are playing, discuss what is happening. Encourage the child to participate. If hesitant, provide the child with the same materials and encourage her to play with an adult or independently.

CARRYOVER: When outdoors, place the child's stroller near the area where other children are playing. Encourage the child to look at the other children.

Item: 5 **Category:** Receptive Behavior With Other Children/Prerequisite^2

BEHAVIOR

Allows other children to interact with her.

METHODS:

1. Arrange for play with another child. Play with both of them if neessary and gradually withdraw from the play situations.
2. Put the two children near each other and give them similar or identical toys. Encourage them to play with each other.
3. Have child sit on a swing or see-saw and have another child push it.

REFINEMENT: Encourage the child to play with another child in a sand box, play center, or during fine motor activities, i.e., block building, drawing, or cutting.

CARRYOVER: Encourage the child to interact with other children by modeling. Hold the child while sharing an object of interest with another. Encourage both to touch and explore the object.

Item: 5 **Category:** Receptive Behavior With Other Children/Prerequisite[3]

BEHAVIOR

Choose to help another child when prompted by adult.

METHODS:

1. Place many blocks out on the floor. Invite the child to come and play with them. Once the child is playing, invite another child to help. Praise both children for helping.
2. Provide an activity that demands cooperation of two children, i.e., rolling a ball to each other, having a tea party, etc. Encourage one child to help the other child. Praise them for good playing.

REFINEMENT: Set up situations which may elicit the need for help, i.e. pushing or pulling box. Provide assistance with the task and then gradually decrease assistance.

CARRYOVER: Encourage children to help each other with purposeful tasks, i.e., moving furniture when cleaning, washing hubcaps or windows on a car, cleaning cabinets, or collecting leaves.

Item: 5 **Category:** Receptive Behavior With Other Children/Prerequisite[4]

BEHAVIOR

Child will choose another child to play with.

METHODS:

1. Imitate play with a child during a fine motor activity then gradually reduce involvement and increase the involvement of another child.
2. Play "Duck-Duck-Goose" or similar games requiring peer involvement. Assist by guiding the child through the game. Gradually reduce assistance.
3. Encourage children to select "buddies" to walk with as you move from indoors to the playground.

REFINEMENT: Design the environment to encourage participation of two children in activities, i.e., riding a see-saw, rocking boat, rolling a ball, or riding/pulling a wagon. Have the child choose a partner and the activity.

CARRYOVER: In the presence of other children, ask the child "Who would you like to sit with in the car?" or "Who would you like to play with in the sand box?"

Item: 6 **Category:** Plays with Other Children/Criterion

BEHAVIOR Cooperates in group play with other children.

METHODS:

1. Provide child with opportunities to be in close proximity to other children. Present opportunities for activities that may require cooperation of two or more children , i.e., rolling a ball to each other, having a tea party, or block building.
2. Provide the child with toys, i.e., puzzles, blocks, stacking forms, or games that require participation with other children, i.e., London Bridge, tag, ring-around-the rosy. Encourage child to ask other children to join in the game.
3. Play circle games requiring the child to take turns, i.e., pass the basket or story telling, where each child add on a part.

REFINEMENT: Give the child items to share with other children. Allow the child to distribute food at snack time.

CARRYOVER: Encourage opportunities for groups of children to play together, i.e., outdoor water play with buckets, sponges and brushes, sand box play. Provide sufficient materials for the children to share with one another.

Item: 6 **Category:** Plays With Other Children/Prerequisite[1]

BEHAVIOR Plays near, but not with other children.

METHODS:

1. Take the child to a park or beach where other children might be. Always bring toys along, but let the child explore the area and see the other children.
2. Set the child next to other children and play records or sing songs together.
3. Place many blocks out on the floor. Invite the child to come and play with them. Once he is playing, invite another child to play with the blocks, too.
4. Try to have pairs of toys so that when one child plays with a toy, then there is a similar toy for another child who wants to play with the same thing.

REFINEMENT: Encourage them to play near each other by placing the toys on the same table over the same area.

CARRYOVER: Take the child to a playground or invite several children to visit. Encourage play on climbing equipment or in sand or water.

Item: 6 **Category:** Plays With Other Children/Prerequisite[2]

BEHAVIOR Identifies certain possessions as her own.

It is recommended that personal items be used in teaching this behavior rather than items which are being utilized at a given time.

METHODS:

1. Conduct a "Show and Tell" activity. Encourage each child to name and discuss her favorite possession. Set all items aside and upon learning, have each child identify/point out and select her possession.
2. Have the child identify common objects, i.e., a teddy bear, lunch box, coat, hat, or blanket. Place the child's name on the object.
3. In preparation for nap time, show the child two blankets, and ask the child "Whose blanket is this?" Gradually increase the number of blankets the child must select from.

REFINEMENT: Have the child identify something she has recently made, i.e., a drawing, painting or art project.

Have the child identify her name on a chalk board or poster board. Gradually increase the difficulty by increasing the number of names.

CARRYOVER: Have the child retrieve a favorite object such as a teddy bear. Assist the child by placing her name on the bear. Physically guide the child in identifying the bear. Gradually increase the number of objects the child must select from.

Item: 6 **Category:** Plays With Other Children/Prerequisite[3]

BEHAVIOR

Shows consideration for possessions of others.

METHODS:

1. Assign space for a display area for art work and favorite possessions. Model the appropriate way to handle and regard the objects. Repeat with a child and provide assistance as necessary.
2. Have one child help another to locate a coat, hat, or other possession.
3. Encourage the child to share toys and functional objects with other children.
4. Have children participate in group projects, i.e., cooking or art activities that require contribution by all.

REFINEMENT: Assist the child in understanding appropriate and inappropriate times to share. Assist the child in understanding when to ask for permission to use another possession.

CARRYOVER: Have child assist with folding laundry belonging to other members of the family.

Item: 6 **Category:** Plays With Other Children/Prerequisite[4]

BEHAVIOR

Takes turns or shares with up to two other children with adult supervision.

METHODS:

1. Arrange group activity with other children of about the same age.
2. Encourage group situations and provide enough play materials for the children to give to each other.
3. Provide an activity that demands cooperation of two children such as rolling a ball to each other, having a tea party, etc.
4. Provide a cardboard propped on a book to make a slope, show the children how to place a toy truck or car at the top and push slightly to get it to roll down. Have one child start the toy and one catch, then change places.

REFINEMENT: Give the child an opportunity to play, sharing materials with up to three other children. Praise them for good playing.

CARRYOVER: Repeat the above activities with the child rolling the ball but with another child who already knows how to take turns. Praise both children for sharing the ball and taking turns.

When two children want the same toy, tell them that toys are to share. Set a timer for five minutes. Give the toy to one child and explain to the other that when the bell rings the child with the toy is to "give it" or "share it" with the other child. Praise the child after she gives the toy to the other, saying "I like the way you share."

Item: 6 **Category:** Plays With Other Children/Prerequisite[5]

BEHAVIOR

Initiates play with another child.

METHODS:

1. Set up activities/games conducive to group play, i.e., table games, fishing, house play, doll corner, dress up clothes.
2. Design an obstacle course for moving over, under, and through equipment.
3. Match child with a partner and have them select one or two activities.

REFINEMENT: Have child select another to lunch with.

Have child select and invite another child to visit.

CARRYOVER: Provide child with opportunities to play with other children in activities requiring at least two participants, i.e., on a see-saw or tandom swing.

Item: 6 **Category:** Plays With Other Children/Prerequisite[6]

BEHAVIOR Engage in rough and tumble play with other children.

METHODS:

1. Model rough and tumble play with another child. Gradually involve one or more children. Encourage children to play and provide assistance and supervision as necessary.
2. Introduce the children to simple tag games, i.e., Ring-around-a rosy, or chase. Model and gradually reduce involvement and assistance.
3. Design an obstacle course and demonstrate moving over, around, and through equipment such as a climbing gym, ladder, tunnel, and barrel. Mat all areas where falls may occur.
4. Introduce children to tug of war. Assist as necessary.

REFINEMENT: Assist child in understanding appropriate rough and tumble play versus inappropriate fighting and wrestling in anger.

CARRYOVER: In a safe area which is carpeted or padded, engage in rough and tumble play with the child. Gradually involve another child. Gradually withdraw from the play and encourage the children to continue.

Item: 6 **Category:** Plays With Other Children/Prerequisite[7]

BEHAVIOR

Demonstrates understanding of a need for rules and fair play with a group of three or more children.

METHODS:

1. Select a simple game, i.e., Duck-Duck-Goose. Guide the children through the game verbalizing whose turn it is, where to move, and how to move. Repeat the game several times over a period of time. Gradually introduce new games of increasing difficulty.
2. Introduce the children to Hide and Seek, Dodge Ball, or board games. Describe and demonstrate the rules.

REFINEMENT: Assist the child in understanding appropriate ways to express dissatisfaction with adherence to rules. Assist the child with standing up for his rights with peers.

CARRYOVER: Establish simple rules at home or in the classroom. Limit the number and ensure that children understand the rules by repeating them or by posting them in a heavily traveled area.

Item: 7 **Category:** Cooperation in Structured Activities/Criterion

BEHAVIOR Cooperates and attends during small structured group activities.

METHODS:

1. Sit across from the child on the floor. Before you roll a ball say "It is my turn to roll the ball." Before the child rolls it back say "Now it is your turn to roll the ball." Continue this and provide reinforcement for attending to the task.
2. Repeat Method #1 but include one or two other children.
3. Construct a road by attaching tape or construction paper to the floor. Provide a sufficient number of toy cars for a small group to drive in one direction. Expand the road by adding turns and intersections.

REFINEMENT: Play "Simon Says" or "Follow the Leader". Instruct the child to watch and do what the leader does.

CARRYOVER: Allow the child to select a favorite book and read it to her. Make this a fun and relaxing time for both of you. Praise the child for attending, and encourage her to invite another child to participate.

Item: 7 **Category:** Cooperation in Structured Activities/Prerequisite[1]

BEHAVIOR

Is cooperative when assisted in structured one-one activities.

METHODS:

1. Seat the child opposite you on the floor. Roll a small brightly colored rubber ball to her. When she has the ball in her hands, hold out your hands and encourage her to roll or throw it back to you. Praise any effort she makes to let go of the ball in any direction.
2. Hold child on your lap or sit down with her on the floor. Play a guessing game with her such as holding up a photograph of someone she is familiar with. Guide her hand to point to the picture and ask "Who is that?" Praise for correct responses.
3. Place three to four simple objects into a bag or box. Name one of the objects. Have the child reach into the bag or box to get the object you ask for. Praise her for "playing with you".

REFINEMENT: Look at a picture book with the child. Have her point to the pictures in the book as you name them. Praise her for cooperating.

CARRYOVER: During bath time, encourage games such as putting water in a toy bucket with a spoon or shovel.

Item: 7 **Category:** Cooperation in Structured Activities/Prerequisite[2]

BEHAVIOR

Is cooperative in structured small group activities when frequently receiving reinforcement from an adult under maximum direct supervision.

METHODS:

1. Begin with one or two other children. Seat yourself and the children in a circle three-four feet apart. Demonstrate and have them push a toy vehicle back and forth to one another. Praise them for good playing.
2. Choose a simple game such as Tag, Farmer in the Dell, or London Bridge. Explain the rules and demonstrate the game to the children by going through it slowly. Then gradually withdraw your verbal assistance.
3. Provide small groups of children with blocks. Give each child a different building block required to complete a structure.

REFINEMENT: Encourage and assist child to attend, listen, and follow through with directions with limited supervision.

CARRYOVER: Have child assist with setting the table, putting away clothing, or dishes. Demonstrate and assist as necessary. Gradually reduce assistance.

Item: 8 **Category:** Exploration of Environment/Criterion

BEHAVIOR Likes to explore new environments independently.

Prerequisites for this behavior are hand movement, grasping, and manipulation. The fine motor unit contains methods for these areas.

METHODS:

1. Select and wear clothing or accessories the child will easily notice, i.e., a big hat or large dangling earrings. Let the child touch and explore the different items.
2. Provide the child with objects or toys that produce sounds, i.e., rattle, music box. Begin with objects or toys that she is familiar with. Gradually introduce unfamiliar objects or toys. Provide assistance and encouragement as necessary.
3. While walking outdoors, stop to observe familiar and unfamiliar events and objects, i.e., train, bus, fire engine.
4. Take child to an unfamiliar area, i.e., another room or section of the yard. Encourage the child to explor by scattering favorite toys in the yard, asking her to "bring me the ball" or "show me the tree."

REFINEMENT: When planning errands to the grocery store, laundromat, post office, bakery, or other neighborhood point of interest, invest a little extra time and take the child along. Discuss and point out a few people and objects that are seen. Whenever possible, allow the child to touch and feel objects to add to her experience.

CARRYOVER: Cut holes on opposite sides of a large cardboard box. Encourage child to crawl or walk in and out of the box.

When in unfamiliar setting, discuss and point out various objects. Encourage the child to explore unfamiliar objects when appropriate and safe.

Item: 9 **Category:** Initiative in Free Play/Criterion

BEHAVIOR Frequently seeks a variety of constructive play activities independently.

METHODS:

1. Design the classroom to include activity centers, i.e., block corners, house play, work table, manipulative table, and/or art table.
2. Set up class schedule which permits child to select an activity after completing a teacher's direct activity. Repeat over a series of weeks.
3. Discuss with children appropriate times to seek play activities and model as appropriate.

REFINEMENT: Give the child the opportunity to make her own choices. Give the child a choice, ask if she wants milk or juice; the car or the boat; the teddy bear or doll to take to bed. As you name each offering hold it out to her to help her understand she can have one or the other.

Have the child select toys, equipment, and set up the activity centers.

CARRYOVER: Provide the child with three or four different toys. Tell her to pick one of the toys to play with. Reinforce her for choosing them independently. Gradually increase number of toys and work towards independence in selecting a toy on their own.

Set up the child's favorite play area with a limited number of toys to select. Rotate child's toys; store some, and then re-introduce them after several weeks.

Item: 9 **Category:** Initiative in Free Play/Prerequisite[1]

BEHAVIOR

Will attend to several single tasks during free play when adult provides suggestions and intermittent reinforcement.

METHODS:

1. Introduce teacher structure play activites, i.e., water table, doll corner. Use sound producing toys, objects such as a cash register or musical instrument. Provide assistance with the play activities.
2. Assist child with a single task/activity, i.e., sorting, coloring, or building. As the child loses interest in the activity, recommend an alternative.
3. Introduce interactive play activities, i.e., bathing baby dolls, imaginative cooking, or block building. Give verbal structure, e.g., "Help (name) build the car."

> It is important to note that some children may frequently or always require some degree of verbal assistance.

4. Repeat method 1 and 2 and provide only visual or physical approval, i.e., a nod, smile, or hug.

REFINEMENT: Structure free play and enforce rules with consistency so children can easily repeat independent of an adult.

CARRYOVER: When tending to a task, i.e., preparing dinner or repairing a broken item, provide single tasks for the child to maintain interest. Provide verbal reinforcement as the child plays freely. Gradually reduce frequency of reinforcement.

Item: 9 **Category:** Initiative in Free Play/Prerequisite[2]

BEHAVIOR Chooses to be with peers more than adult.

METHODS:

1. Pair child with buddy during free play activities.
2. Encourage child to play with peers during playground activities rather than adults. Adults should engage in other activities which are uninteresting to the child.
3. During free play, have the child select two or more children to participate in some activity. If the child requests adult involvement, include older children in activity as well.

REFINEMENT: Provide opportunities for the child to express who she would like to include in an activity.

CARRYOVER: Have the child play with, or seek the assistance of another child to obtain a snack or desired object/toy.

Item: 10 **Category:** Attentiveness/Criterion

BEHAVIOR Attends to an individual task to completion without assistance.

METHODS:

1. Provide assistance with simple tasks or activities such as removing coat or putting away personal belongings. Gradually reduce assistance.
2. Position adult in an area with two-three children, each with their own task (puzzle). Encourage children to attend to own task.

> Reinforce independency, and allow children to to things for themselves even though results may not be perfect.

3. Play a record that involves simple motor activities. Go through the activities with the child. Later see if the child can carry through the actions alone.

REFINEMENT: Establish a daily routine by setting aside a specific time of day when tasks are assigned.

Provide reinforcement for the completion of all tasks.

Use selection of free activity as a reinforcement when assignment is complete.

CARRYOVER: Choose tasks that the child will be interested in for longer periods of time such as helping in the yard, dusting. If you are nearby, it will be easier for the child to work alone.

Item: 10 **Category:** Attentiveness/Prerequisite[1]

BEHAVIOR Attend to task for up to five minutes when teacher directs it.

METHODS: 1. Direct an activity using maximum supervision and a minimum number of children (two or three). Example: clean up, group art, cooking activities, and doll corner.

2. Increase length of time spent on an activity.

> Use high interest activities beginning with low activity or movement level such as records/music increasing to a high activity/movement level such as chasing a ball.

REFINEMENT: Give a small group of children an assignment away from direct supervision and provide verbal reinforcement.

CARRYOVER: Using activities the child is fond of, make a chart of Small Jobs I Can Do Myself. Place the chart or pictures of activities to be done at eye level for the child. Gradually increase the complexity of the task.

Item: 10 **Category:** Attentiveness/Prerequisite[2]

BEHAVIOR Remains seated and listens to a story for several minutes.

METHODS:

1. Use picture stories and talk about pictures by naming items seen.
2. Look through magazines and catalogues full of familiar items.
3. Read simple story with only one sentence per page.
4. Write teacher and child made stories.
5. Use stories which give simple directions child can do while listening to maintain interest level.
6. Act out nursery rhymes with a flannel board.
7. Pick limited number of stories and repeat frequently so children become familiar with words.

REFINEMENT: Ask children to tell information about themselves while others listen. (What did you eat for breakfast? Do you have a pet? Show and tell.)

CARRYOVER: Read to child before bed time, in the car while on trips and other quiet times during the day.

Item: 11 **Category:** Expression of Feelings/Criterion

BEHAVIOR

Expresses emotions through appropriate channels; laughs, expresses anger or disappointment verbally rather than through physical aggression or crying.

METHODS:

1. Play games with the child encouraging her to respond to you with excitement and pleasure, i.e., smiling, laughing, or kicking the feet when playing.
2. Use the child's favorite toy or stuffed animal; demonstrate patting or hugging the toy and encourage the child to repeat. Use the child's toy to demonstrate various emotions and have the child imitate you.
3. Read the child a book that shows people smiling or crying. Talk about the situation. Ask the child why she thinks the person is _______________.
4. Allow the child to role play emotional situations. Discuss what she felt.
5. Have child make a picture book which shows the many ways she feels.

REFINEMENT: If another child is expressing some emotions, ask child to discuss what she is doing and why. Give the child a choice. "Is she mad or happy?"

CARRYOVER: Have the child cut out faces from a magazine which depict specific emotions.

Item: 11 **Category:** Expression of Feeling/Prerequisite[1]

BEHAVIOR Displays emotions, i.e., laughing and crying.

METHODS:

1. Hold and cuddle the child. Model laughing and smiling. Reinforce the child for her response.
2. Play simple games such as peek-a-boo or tickle the child. Reinforce the appropriate repsonse.
3. Introduce child to toys which produce a surprise or sound, i.e., a busy box or a jack-in-the box. Model the appropriate behavior.

REFINEMENT: Smile and laugh when handling child. During playful activities, verbalize while child is laughing, i.e., "Suzie is happy - she is laughing."

CARRYOVER: Exaggerate expression of happiness by laughing and smiling when playing with child at home.

Item: 11 **Category:** Espression of Feelings/Prerequisite[2]

BEHAVIOR Recognize own feelings/emotions.

METHODS:

1. As the child is displaying recognizable emotions, verbally identify how the child is feeling, i.e., "you are feeling angry right now."
2. Model for the child how to verbally express feelings by labeling own emotions.
3. Guide the child in identifying how she is feeling by asking "how did you feel when the blocks fell down?" Assist child in labeling a variety of feelings.
4. Use songs and finger plays which require the child to label her emotions i.e., "When You're Happy and You Know It -- Clap Your Hands."

REFINEMENT: Assist the child with recalling feelings. Ask the child to recall her feelings as a result of an event which occurred several weeks before.

CARRYOVER: Ask the child how she feels when she is visibly angry, happy, etc. Allow child to express emotions.

Item: 11 **Category:** Expression of Feeling/Prerequisite[3]

BEHAVIOR Recognizes other's feelings/emotions

METHODS:

1. Explain to the child your feelings of happiness, frustration, or anger. Then, ask the child to explain the feeling.
2. Read stories with the child which involve characters with recognizable feelings. Ask the child how the character feels and have her demonstrate.
3. Model how to comfort another child who is injured or crying. Encourage the child to comfort others at appropriate times.
4. Have child identify emotions of persons seen in magazines or photographs. Have child collect pictures of persons displaying various emotions for a book.

REFINEMENT: Assist child with recalling the event which elicited another's feelings.

CARRYOVER: Explain to the child the feelings of persons seen in magazines, newspapers, or on television. Ask the child to identify easily recognized feelings.

SOCIAL

Item: 12 **Category:** Self-Identity/Criterion

BEHAVIOR

Can tell what characteristics are representatives of self (i.e., can identify information such as name, age, sex, address, telephone number, body parts)

Prerequisites for this behavior would include earlier learned skills such as responding to name, recognizing self in a mirror, etc., and methods can be found in the Gross Motor, Communication, and Cognition Units.

METHODS:

1. Use songs and records which discuss characteristics of a given child, (Hap Palmer record Feelings song "Sammy") and games which require the child to respond to her name.
2. Plan a unit on self-identify. Make a bulletin board display with photographs of child, child's house. Label address under pictures.
3. Have child respond to questions such as "What is your name? How old are you? Where do you live?"

REFINEMENT: Allow one child to introduce a classmate by telling information about the classmate to others.

Allow child to invite a friend from another class or group in and introduce the friend to the rest of the class.

CARRYOVER: Provide opportunity for child to share this information with other adults.

If the child can not verbalize this information, attach an identification badge to the child and teach the child to point it out if necessary.

Item: 13 **Category:** Adult Attention/Criterion

BEHAVIOR Discriminates between familiar persons and strangers.

Inability to discriminate may be due to a variety of conditions, including mental retardation, failure to thrive, nutritional deficits, and environmental deprivation. It is important to first determine the cause of a child's inability to discriminate and then design appropriate interventions.

METHODS:

1. Present child with familiar persons. Tell the child this is (daddy, mommy, grandmother, or grandfather). Ask the child "who is this" or point to ______________.
2. Have the child point to or name familiar persons found in a photograph.
3. Introduce an unfamiliar person. Tell the child "this is not (daddy, mommy, grandmother, or grandfather)".
4. Show the child a photograph with both familiar and unfamiliar faces. Point out the familiar faces. Then ask the child "Is this________?" "No this is not _____________."

REFINEMENT: Ask the child to locate a particular person from a group or photograph containing several unfamiliar persons.

CARRYOVER: Show child photographs of familiar family members. Point to the persons and tell the child their names. Then ask the child "Who is this" or "Point to ____________." Present a picture which includes an unfamiliar person. Ask the child to point to the familiar person and then tell the child "This is not__________." Repeat and have the child identify both the familiar and unfamiliar persons.

Item: 14 **Category:** Self-Confidence/Criterion

BEHAVIOR Is persistent in task when faced with minor frustrations.

METHODS:

1. Invite the child to "help you" work on a particular task that you would like her to attend.

2. Provide the child with an activity that is appropriate for her developmental level. Assist her through the task, talking to her while you are doing the task and as she does it. Encourage her to "try" to do it by herself. Reinforce when task is completed.

3. Gradually reduce the amount of assistance and increase the level of difficulty of a task.

> Gradually reduce reinforcement for simple tasks however, increase reinforcement as difficulty of task increases.

4. Assist child by breaking down task into smaller sub tasks. Gradually encourage child to break down the task independently by asking "What do you need to do first, What should you do next?"

REFINEMENT: Encourage, increasing the length of time spent on a task by verbalizing how well the child is working.

CARRYOVER: When the child says "I can't" assist the child in breaking down the task into more simple steps. For example: in making a bed, give the child one step, such as putting the pillow on. The next time, give the child two steps -smooth out the blanket and put on the pillow.

Item: 14 **Category:** Self Confidence/Prerequisite[1]

BEHAVIOR Attempts tasks that are at her developmental level.

METHODS:

1. Assign a task at a level you are sure the child can accomplish. Give a child a simple three piece puzzle if you think she could do a six piece one.
2. Encourage the child to seek recognition when work is finished.
3. Use concrete reinforcers such as good work badges in conjunction with social reinforcers (words and smiles).
4. Allow child to demonstrate skills to peers.

REFINEMENT: Have the child complete a mastered task with one or more other children.

CARRYOVER: Adjust expectations at home so that you are only asking the child to perform at a comfortable skill level.

Give the child a single job which has a specific, pre-determined reinforcement.

Item: 15 **Category:** Adult Attention/Criterion

BEHAVIOR Is courteous to adults without reminders.

METHODS:

1. Talk or sing to the child and reach out to pick her up. When the child makes sounds or noises, look at her and talk to her. Encourage the child to reach for you and make sounds to gain your attention.
2. Arrange situations for the child to greet adults by taking child to the door where an adult may enter. Later encourage the child to greet adults independently. Encourage and model behavior when visitors enter a room by having them specifically greet the child. Praise the child for imitation.
3. Explain, demonstrate and model the use of "please" and "thank you". Use "please" and "thank you" in every day speech. Encourage child to imitate.
4. Model courteous behavior by asking the child to help you. Say "I can't do this by myself, will you help me please?" Reinforce the child when she politely requests assistance.

REFINEMENT: Use a toy telephone and a real phone. Encourage the child to mimic you saying "Hello, how are you?" etc.

CARRYOVER: Encourage the child to say "please" and "thank you", especially during meals. Use the terms when giving directions, i.e. "please close the door."

Item: 15 **Category:** Adult Attention/Prerequisite[1]

BEHAVIOR Seeks out adult for assistance.

METHODS: 1. Provide assistance to child as necessary. Gradually reduce the assistance but remain in the child's view. If the child appears to require assistance, ask "May I help you" or "Do you need help?"

2. As the child demonstrates need for assistance, establish eye contact and gesture to the child in a manner which asks if the child needs assistance. Gradually eliminate the gestures and only use eye contact.

3. Move a short distance from the child. If the child does not request assistance, ask "Do you need help? Tell me what you need." Gradually increase distance and eliminate verbal prompting.

REFINEMENT: Encourage the child to seek assistance from visitors or peers. Follow the same methods described above.

Encourage the child to complete tasks within her ability and seek adult praise as appropriate.

CARRYOVER: During daily activities, i.e., dressing, eating, walking, encourage the child to request assistance as an appropriate behavior. Ask the child "Do you need help? Tell me or show me what you need."

Item: 15 **Category:** Adult Attention/Prerequisite[2]

BEHAVIOR Greets adult without cues and in an appropriate manner.

METHODS:

1. Role play, pretend mommy is coming home and let the child pretend to be mommy and then herself.
2. Use puppets and cutouts to act out situations in which the child greets people.
3. Model the activity and have child imitate you as you are greeting people. Praise her.
4. Have the child answer the door alone. Praise her for doing it correctly.

REFINEMENT: Have the child greet several adults and introduce them to another person. Have child practice using her skills by relative on the telephone. Encourage the child to say hello and identify herself.

CARRYOVER: When you know a person familiar to the child will be arriving, inform the child. If the familiar adult is at the door inform the child as you go to answer the door to give her an opportunity to greet him/her.

Item: 15 **Category:** Adult Attention/Prerequisite[3]

BEHAVIOR Accepts adults suggestions for things to do 80% of the time.

METHODS:

1. Reward good behavior. Give praise and attention when the child seeks attention appropriately.
2. Warn the child that the activity is going to change and give ample time to finish what is currently being done.
3. Gently but firmly guide. Do not ask questions that can be answered "no" such as, "Do you want to go to bed?"

REFINEMENT: Provide the child with two suggestions for activities and ask to select one activity i.e., paint or play with the blocks.

SOCIAL

Item: 16 **Category:** Appropriate Use of Social Responses/Criterion

BEHAVIOR

Uses appropriate manners in social interactions.

MEHTODS:
1. Join the children during mealtime and always keep in mind that you are the primary role model.
2. Practice greeting people using role plays, puppets, and dress up.
3. Encourage children to wait their turn patiently.

REFINEMENT: Allow special emphasis on politeness.

Provide opportunities for practice by visiting other classroom and inviting guests into your classroom.

Practice field trips.

CARRYOVER: Provide the opportunity for the child to use learned skills when greeting new and familiar persons.

Item: 16 **Category:** Appropriate Use of Social Reponses/Prerequisite[1]

BEHAVIOR

Temporarily responds to "NO!" when engaged in inappropriate activity.

METHODS: 1. Be firm and consistent in how you respond to an undesired behavior.

> You will not need to plan times for this behavior - it will appear naturally in a young child's day.

> Expect only temporary compliance, young children often repeat an undesired behavior later.

2. Always respond to broken rules in the same manner.

REFINEMENT: Be consistent, firm but not punitive.

CARRYOVER: Direct the child's attention to something else after a reprimand rather than dwelling on the undesired behavior.

Item: 16 **Category:** Appropriate Use of Social Responses/Prerequisite[2]

BEHAVIOR

Demonstrates basic safety concepts.

METHODS:

1. Set clear rules as to what children always need a teacher for:
   -scissors, knives, electricity, crossing streets
2. Role play street safety (contact AAA for free information).
3. Take walks around the neighborhood and practice safety.
4. Structure and plan activities which require teacher's assistance such as cutting and working so that you can review safety rules.
5. Plan a safety unit and utilize Mr. Yuk labels (obtainable from the Health Department).
6. Develop a bulletin board displaying community helpers who assist us in safety (i.e., fireman, policeman, etc.)

   Discuss and role play how to get help when needed (telling a neighbor or other adult to get help).

   Practice getting out of the building safely if necessary (fire drills).

REFINEMENT: Avoid having hazardous things out in the child's environment.

CARRYOVER: Insist and encourage the child to ask for assistance at home when in potentially dangerous situations (crossing the street, using electric appliances, matches).

Item: 16 **Category:** Appropriate Use of Social Responses/Prerequisite[3]

BEHAVIOR

Remains at the table throughout the entire meal.

METHODS:

1. Teacher should sit with children during meals and snacks.
2. Provide a sequence in eating - main dish first and desert last.
3. Have children wait for all to be served before eating.
4. Model how to ask for second helpings or to have items passed to you.

REFINEMENT: Encourage the child to ask to be excused when finished.

CARRYOVER: Engage in conversation with the child during mealtime to keep attention. Do not exclude the child from dinner talk at mealtime.

Item: 16 **Category:** Appropriate Use of Social Responses/Prerequisite[4]

BEHAVIOR

Appropriately uses the words please, thank-you, and you're welcome when prompted by adult.

METHODS:

1. Demonstrate and model these phrases during regular activities such as doll corner, tea parties, snack, and lunch. Remind the child to use these phrases.
2. Reinforce spontaneous use of these phrases at all times.
3. Use puppet play to model use of phrases making up short stories (Richard Scarry's please and thank-you book).

REFINEMENT: Allow children to pass items out to each other so they can practice saying please, thank-you, and you're welcome.

CARRYOVER: Set good examples at home.

APPENDIX B

Criterion and Prerequisite List

CRITERION AND PREREQUISITE LIST
GROSS MOTOR UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
1 Mo.	1	168	Head Control	C - Lifts and holds head above adult's shoulder when being walked.
				P1 - Rotates head to either side when placed in front and back lying positions.
				P2 - Raises head when horizontally suspended/face down.
				P3 - Lifts head to 90° when lying on front.
				P4 - Lifts head to assist in coming to sitting from bakc lying position.
				P5 -Holds head erect and steady when propped in sitting position for at least 10 seconds.
2 Mo.	2	174	Symmetrical Posture	C - Simultaneously waves hands and kicks feet while on back for 15 seconds.
6 Mo.	3	175	Rolling	C - Rolls from front to back in a continuous movement.
				P1 - Rolls from side to back.
6 Mo.	4	177	Rolling	C - Rolls from back to front.
				P1 - Rolls from side to front.
4 Mo.	5	179	Feet Opposition and Hand Regard	C - Opposes soles of feet and regards hands when placed in a back lying position.
6 Mo.	6	180	Holds Feet With Hands	C - Reaches for and holds feet when in a back lying position.
6 Mo.	7	181	Prestanding	C - Lifts head, arches back, straightens hips, and lifts legs when held horizontally face down.
6 Mo.	8	182	Bearing Weight	C - Supports most of upper body weight on hands with extended elbows.
				P1 - Pushes up from front lying position, and bears weight on forearms.
7 Mo.	9	184	Balance	C - Maintenance of balance when placed in sitting position for 1 minute.
				P1 - Shows protective reaction if balance is suddenly disturbed while sitting.
				P2 - Parachute reaction.

CRITERION AND PREREQUISITE LIST
GROSS MOTOR UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
10 Mo.	10	187	Creeping	C - Creeps freely on hands and knees with alternate hand and knee movement. P1 - Thrusts arms and legs actively (without assistance) when back lying. P2 - Moves by pushing or pulling across the floor. P3 - Maintains balance on hands and knees. P4 - Crawls, using hands and knees. P5 - Creeps, moving hands and knees in alternating fashion.
8 Mo.	11	193	Sitting	C - Sits unsupported when placed in sitting position. P1 - Tenses muscles when assisted to sitting. P2 - Sits with arms propped or with your support. P3 - Pulls to sitting position with assistance, from a back lying position. P4 - Sits using hands for support.
9 Mo.	12	198	Sitting and Reaching	C - Sits independently, leans to one side to reach for an object, and recovers sitting position.
8 Mo.	13	200	Kneeling	C - Assumes and maintains kneeling position. P1 - Comes tokneeling position.
8 Mo.	14	202	Rises to Standing	C - Rises to standing position independently. P1 - Pulls to standing with assistance.
11 Mo.	15	204	Standing	C - Stands unsupported for two minutes. P1 - Bears weight when supported in standing position. P2 - Bounces when held in standing position. P3 - Stands for one minute when holding on for support.
10 Mo.	16	208	Sitting	C - Sits from standing independently. P1 - Lowers to floor with assistance.
12 Mo.	17	210	Walking	C - Walks a distance of 5'. P1 - Makes 4-5 stepping movements in place. P2 - Walks with support a distance of 5'. P3 - Crosses (moves sideways) while holding onto an object for support.

CRITERION AND PREREQUISITE LIST
GROSS MOTOR UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
11 Mo.	18	214	Push/Pull	C - Pushes/Pulls objects.
12 Mo.	19	215	Rolls Ball	C - Rolls ball toward adult.
				P^1 - Rolls ball forward 4 feet.
18 Mo.	20	217	Running	C - Runs rapidly a distance of 15'.
				P^1 - Walks quickly a distance of 5'.
				P^2 - Runs with assistance a distance of 10'.
36-48 Mo.	21	220	Static Balance	C - Stands on one foot for 4 to 8 seconds.
24-36 Mo.	22	221	Throwing	C - Throws ball overhand a distance of 4' toward a target.
				P^1 - Releases ball deliberately with an overhand movement.
				P^2 - Releases ball deliberately with an underhand movement.
24-36 Mo.	23	224	Rides Tricycle	C - Rides tricycle a distance of 10'.
				P^1 - Rides push toy requiring steering and pushing with feet.
24-36 Mo.	24	226	Jumping	C - Jumps forward a distance of one foot.
				P^1 - Bounces with arm motions in standing position.
				P^2 - Jumps in place with both feet.
				P^3 - Jumps from bottom stair step.
36-48 Mo.	25	230	Climbing Upstairs	C - Climbs upstairs without rail, alternating feet.
				P^1 - Creeps upstairs on hands and knees.
				P^2 - Climbs upstairs while holding hand of adult.
				P^3 - Climbs upstairs using rail.
36-48 Mo.	26	234	Climbing Downstairs	C - Climbs downstairs without a rail, alternating feet.
				P^1 - Climbs backwards downstairs on hands and knees.
				P^2 - Climbs downstairs while holding hand of adult.
				P^3 - Climbs downstairs using railing for support, one to two progression.
36-48 Mo.	27	238	Hopping	C - Hops on one foot without falling for a short distance.

CRITERION AND PREREQUISITE LIST
GROSS MOTOR UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
36-48 Mo.	28	239	Catching	C - Catches 8" ball with hands not trapped against body.
				P^1 - Catches a rolled 8" ball while seated.
				P^2 - Catches a bounced 8" ball.
48-60 Mo.	29	242	Kicking	C - Kicks a rolling ball toward a target a distance of 5'.
				P^1 - Kicks ball with support, e.g., chair, table.
				P^2 - Lightly kicks a stationary ball independently a distance of 2'.
48-60 Mo.	30	245	Galloping	C - Gallops a distance of 25 feet.
48-60 Mo.	31	246	Dynamic Balance	C - Walks the full length of a balance beam.
				P^1 - Walks full length of 8 foot by 8 inch board with assistance.

CRITERION AND PREREQUISITE LIST
FINE MOTOR UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
3 Mo.	1	249	Visual Focusing	C - Alternates glance from one object to another when presented with two objects.
				P^1 - Focuses on object placed in front of eyes at mid-line.
4 Mo	2	251	Visual Tracking	C - Tracks object moved horizontally through 180°.
				P^1 - Visually tracks objectmoved horizontally from midline.
				P^2 - Visually tracks objectmoved at midline from chest to forehead.
3-6 Mo.	3	255	Hand Movement	C - Uses two hands at midline to hold a bottle or other object.
				P^1 - Holds object placed in fish for 1-2 minutes.
				P^2 - Looks at own hand when it passes through visual field.
				P^3 - Holds hands together at midline for 1-2 minutes.
6-9 Mo.	4	259	Grasping	C - Reaches for and obtains an object placed 10-12" in front.
				P^1 - Holds object placed in hand.
				P^2 - Swipes at objects with both hands.
				P^3 - Reaches for an object placed 10-12 inches in front.
6-9 Mo.	5	263	Grasping	C - Transfers object from hand to hand.
				P^1 - Retains one object when another is given.
6-9 Mo.	6	265	Grasping	C - Uses radial palmer grasp.
				P^1 - Uses raking movement to obtain an object.
				P^2 - Uses ulnar palmar grasp.
12 Mo.	7	268	Manipulation	C - Places cubes in cup on command.
				P^1 - Releases objects from hand deliberately.
24-36 Mo.	8	270	Finger Movement	C - Completes formboards containing 5 or more pieces.
24-36 Mo.	9	271	Two (2) Hand activities	C - Strings 3 or 4 3-inch beads consecutively.
				P^1 - Winds 2" spool.

CRITERION AND PREREQUISITE LIST
FINE MOTOR UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
9-12 Mo.	10	273	Pincer Grasp	C - Touches each finger to thumb.
				P^1 - Pokes with index finger.
				P^2 - Reaches for and manipulates a small object with a neat pincer grasp.
				P^3 - Uses fingers to perform specific movements, such as pull pegs from pegboard.
	11	277	Forearm Rotation	C - Rotates forearm to manipulate a toy or object.
18-24 Mo.	12	278	Hand Preference	C - Demonstrates preference for dominant hand.
18-24 Mo.	13	279	Building	C - Imitates stacking tower with 4 cubes.
				P^1 - Stacks one block on top of another.
48-60 Mo.	14	281	Cutting	C - Holds and cuts a 3" circle within 1/4" of line.
				P^1 - Holds, opens, and closes scissors.
				P^2 - Makes small cuts with scissors.
				P^3 - Cuts along a 1/4" curved line.
				P^4 - Cuts along a 1/4" straight line.
36-60 Mo.	15	286	Drawing	C - Copies shapes such as a circle, square, triangle.
				P^1 - Imitates scribble.
				P^2 - Imitates |, (vertical line), and V.
				P^3 - Imitates drawing shapes such as circles, squires, triangles, rectangles.

CRITERION AND PREREQUISITE LIST
COMMUNICATION UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
4 Mo.	1	292	Responds to Sounds - R	C - Turns head toward speaker or sound.
1 Mo.				P^1 - Bodily response to sounds (rattle or bell).
1 Mo.				P^2 - Bodily response to voice.
3 Mo.	2	295	Prespeech Vocalization - E	C - Babbles a series of single syllables.
1 Mo.+				P^1 - Vocalizes dissatisfaction through crying.
3 Mo.				P^2 - Vocalizes other than crying.
2 Mo.				P^3 - Vocalizes single vowel-like sounds in response to human face and speech.
3-6 Mo.				P^4 - Vocalizes consonant/Vowel Syllables
3-6 Mo.				P^5 - Engages in vocal routine with adult.
9-12 Mo.	3	301	Gestural Response to Commands - R	C - Shows recognition of familiar commands by behavioral response.
6-9 Mo.				P^1 - Turns head or stops activity when name is called.
9-12 Mo.				P^2 - Stops activity or withdraws when told "No."
9-12 Mo.				P^3 - Waves hand "bye-bye" or "hi."
9-12 Mo.				P^4 - Claps hands to "pat-a-cake."
9-12 Mo.				P^5 - Covers eyes to "peek-a-boo."
9-12 Mo.				P^6 - Holds out object in response to "Give me."
12-18 Mo.	4	308	Vocal Imitation - E	C - Imitates new words with minimal distortion.
				P^1 - Imitates vowel sounds.
				P^2 - Imitates consonant-vowel combinations.
				P^3 - Imitates coughs, tongue clicks, lip smacks.
				P^4 - Imitates two or more syllables.
10-18 Mo.	5	314	Behavioral response to sounds and events - R	C - Demonstrates understanding of sound through actions.
10-18 Mo.				P^1 - Demonstrates understanding of familiar activities through actions.
12-24 Mo.	6	316	Comprehension of single words - R	C - Understands about 50 single words.
12-24 Mo.				P^1 -Identifies objects, people, pets, foods and toys.
18-24 Mo.				P^2 - Understands function words.
18-24 Mo.				P^3 - Understands action through performing or identifying concept.

CRITERION AND PREREQUISITE LIST
COMMUNICATION UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
18-24 Mo.	7	320	Simple Commands - R	C - Carries out simple two stage commands.
12-24 Mo.				P^1 - Carries out simple action commands such as "Come here." "Sit down."
12-18 Mo.				P^2 - Carries out simple command which requires retrieving item.
12-24 Mo.	8	323	Comprehension of Two-Word Utterances R	C - Understands two word utterances.
				P^1 - Understands agent and action of a situation; noun plus verb combinations. (i.e., Momma go)
				P^2 - Understands agent and object of a situation; noun plus noun combination. (i.e., Daddy car)
				P^3 - Understands action and object of a situation; verb plus noun combinations. (i.e., kick/ball)
				P^4 - Understands entity and location in a situation; noun plus noun. (i.e., Daddy, chair)
				P^5 - Understands a function word and a noun that codes a situation or request. (i.e., more milk, all gone ball)
				P^6 - Understands social utterances that indicate apologizing, affection, sadness, greeting.
18-36 Mo.	9	330	Comprehension of Three Word Utterances - R	C - Understands three word utterances in spontaneous or converstional speech.
				P^1 - Understands three-word utterances consisting of the agent, action, and object of the action; noun plus verb plus noun combinations. (i.e., John drink juice)
				P^2 - Understands three-word utterances consisting of agent, action, and location of a situation; noun plus verb plus noun. (i.e., Mommy sit chair)
				P^3 - Understands three-word utterances consisting of the action, object, and locative of a situation; verb plus noun plus noun. (i.e., Throw ball here)
				P^4 - Understands three word utterances consisting of the agent, object, and locative of a situation; noun plus noun plus noun. (i.e., Daddy, ball, chair)
18-30 Mo.	10	335	Single Word Utterances - E	C - Uses 50 single words meaningfully.
				P^1 - Names objects, people, pets, foods, and toys.
				P^2 - Uses function words.
				P^3 - Uses at least 5 unmarked verb forms.

CRITERION AND PREREQUISITE LIST
COMMUNICATION UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
18-30 Mo.	11	339	Two-Word Utterances - E	C - Uses two-word utterances in interactional speech.
				P^1 - Combines noun plus verb (i.e., Mamma go) to describe agent and action of a situation.
				P^2 - Combines two nouns (i.e., Daddy/Ball to mean Daddy kicked ball) to describe agent and object.
				P^3 - Combines verb plus noun (i.e. kick/ball) to describe action and object of a situation.
				P^4 - Combines two words to describe location (i.e., ball there or here ball).
				P^5 - Combines a function word and a noun (e.g., more milk or all gone ball) to describe a situation or make a request.
				P^6 - Combines two words to express social speech (i.e., "Me sorry." "Love Brownie.")
				P^7 - Combines two words to express: direction, prohibiting, threatening, warning, ownership, requests for help, intention, information giving.
18-30 Mo.	12	347	Yes/No Responses - E	C - Responds to simple yes/no questions either verbally or with head shake.
24-30 Mo.	13	348	Three-Word Utterances - E	C - Uses three-word utterances in spontaneous or conversational speech.
				P^1 - Uses three-word utterances consisting of the agent, action and object of the action; noun plus verb plus noun.
				P^2 - Uses three-word utterances consisting of the agent, action and location of a situation, noun plus verb plus noun.
				P^3 - Uses three-word utterances consisting of the action, object and location of a situation; verb plus noun plus noun.
				P^4 - Uses three-word utterances consisting of the agent, object, and locative of a situation; noun plus noun plus noun.
24-30 Mo.	14	354	Comprehension of Pronouns - R	C - Understands pronouns I, me, and mine.
12 Mo.				P^1 - Responds to own name.
18-24 Mo.				P^2 - Understands ownership.
30-48 Mo.	15	357	Comprehension of Verb Tenses - R	C - Understands future tense.
				P^1 - Understands present progressive tense (is + verb + ing).
				P^2 - Understands regular past tense forms (verb + ed) to describe completed action.
				P^3 - Understands iregular past tense (went, was, etc.).

CRITERION AND PREREQUISITE LIST
COMMUNICATION UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
36-48 Mo.	16	361	Comprehension of Simple Prepositions - R	C - Understands prepositions to describe the locations of in, on and under.
24-30 Mo.	17	362	Comprehension of Plurals - R	C - Understands regular plurals.
24-36 Mo.	18	363	Comprehension of Negation - R	C - Understands negative and affirmative contrast in sentences ("not").
30-36 Mo.				P^1 - Understands "is" and "is not".
30+ Mo.	19	365	Comprehension of Object Description - R	C - Understands characteristics of different objects.
				P^1 - Recognizes common objects by their function.
				P^2 - Recognizes common objects by their general category.
36-48 Mo.	20	368	Comprehension of Modifiers - R	C - Responds to commands to carry out actions qualified by adverbs.
				P^1 - Understands a variety of adjectives.
48-60 Mo.	21	370	Complex Commands - R	C - Carries out a series of three unrelated commands.
				P^1 - Carries out a series of two commands.
				P^2 - Carries out commands qualified by time and action ("When I clap my hands, stand up.").
				P^3 - Responds appropriately to either/or command.
30-48 Mo.	22	374	Comprehension of Pronouns - R	C - Understands pronouns him, her, he, she.
				P^1 - Understands own gender.
				P^2 - Understands the gender of others.
36-48 Mo.	23	377	Comprehension of Possessives - R	C - Understands pronouns her, his, hteir, your.
				P^1 - Understands the possessive form of apostrophe "s".
36-48 Mo.	24	379	Questions - E	C - Asks "What is" and "What do" questions.
18-24 Mo.				P^1 - Asks questions by using rising intonation.
18-30 Mo.	25	381	Pronouns - E	C - Uses pronouns I, me, mine rather than own name.
18-24 Mo.				P^1 - Says own name to refer to self.
24-36 Mo.				P^2 - Shows awareness that certain objects are property of the child.
36-48 Mo.	26	384	Songs- Rhymes - E	C - Sings song, says nursery rhymes or does finger plays.
26-36 Mo.				P^1 - Participates in nursery rhymes and songs by actions or vocalizations.

CRITERION AND PREREQUISITE LIST
COMMUNICATION UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
48-60 Mo.	27	386	Verb Tenses - E	C - Uses will to mark future tense.
				P^1 - Uses present progressive tense (is + verb + ing) to describe action.
				P^2 - Uses regular past tense forms (verb + ed) to describe completed action.
				P^3 - Uses irregular past tense forms (went, was, etc.)
30-36 Mo.	28	390	Prepositions - E	C - Uses prepositions to describe the locations of in, on and under.
36-48 Mo.	29	391	Plurals - E	C - Uses regular plurals in spontaneous or conversational speech.
30-36 + Mo.	30	392	Uses Simple Questions - E	C - Asks "where" questions in spontaneous speech.
				P^1 - Ask "who" questions.
36-48 Mo.	31	394	Uses Negation to Form Sentences - E	C - Uses no and not to form negative sentences.
48-60 + Mo.	32	395	Expresses Object Description - E	C - Tells at least three characteristics of five different objects.
24 Mo.				P^1 - Names objects.
36-48 + Mo.				P^2 - Tells function of common objects.
36-48 + Mo.				P^3 - Tells category to which objects belong.
	33	399	Modifiers - R	C - Responds to commands to carry out actions qualified by adverbs.
				P^1 - Uses a variety of adjectives.
	34	401	Uses Pronouns - E	C - Regularly uses pronouns him, her, he, she correctly.
				P^1 - Tells own sex.
				P^2 - Tells the sex of others.
36-48 + Mo.	35	404	Uses Possessives - E	C - Uses possessive pronouns her, his, their, your.
				P^1 - Uses the possessive form of apostrophe "s".

CRITERION AND PREREQUISITE LIST
COGNITION UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
0-3 Mo.	1	407	Response to Environment	C - Responds to new sound with change in activity or vocalization.
				P^1 - Responds to movement and sound by taste, smell, sight, sight, touch or hearing.
3-6 Mo.	2	409	Causality	C - Uses procedures (smiling, vocalizing, arm movement) to have an interesting game continued.
3-6 Mo.	3	410	Coordination of perception and motor habits	C - Visually directed reaching.
				P^1 - Watches own hand when it crosses visual field.
				P^2 - Looks at hand and object when grasping.
6-9 Mo.	4	413	Object Permanence	C - Removes a cloth that obscures vision.
9-12 Mo.	5	414	Object Permanence	C - Finds completely covered object.
				P^1 - Tracks and locates falling object.
				P^2 - Uncovers a partialy hidden toy.
12-18 Mo.	6	417	Means-End	C - Uses a tool such as a stick to obtain objects.
9-12 Mo.				P^1 - Uses locamotion to reach desired object.
9-12 Mo.				P^2 - Pulls cloth or pillow which holds object to obtain the object.
12-18 Mo.				P^3 - Pulls string vertically and horizontally to obtain toy.
12-18 Mo.	7	421	Gestural Imitalton	C - Imitates at least one facial gesture.
6-9 Mo.				P^1 - Imitate simple familiar gestures, e.g., shakes toy.
12-18 Mo.				P^2 - Imitates unfamiliar gestures.
18-24 Mo.	8	424	Causality	C - Activates objects directly, without demonstration.
9-12 Mo.				P^1 - Touches adult or object as causal behavior.
12-18 Mo.				P^2 - Attempts to find causal mechanism to operate toy.
36-48 Mo.	9	427	Matching	C - Matches pictures of like objects.
24-36 Mo.				P^1 - Matches like objects.
24-36 Mo.	10	429	Classification	C - Sorts objects into two different categories.
24-36 Mo.	11	430	Symbolic Usage	C - Describes action in pictures.
18-24 Mo.				P^1 - Points to pictures in a book upon request.
24-36 Mo.				P^2 - Names several pictures.

CRITERION AND PREREQUISITE LIST
COGNITION UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
24-36 Mo.	12	433	Discrimination of Shapes	C - Places five shapes correctly in a form board.
12-18 Mo.				P^1 - Places one round shape in a form board.
18-24 Mo.				P^2 - Places three shapes (circle, square and triangle) in a form board.
36-48 Mo.	13	436	Discrimination - size, lenght, weight	C - Demonstrating understanding of size, length, weight.
36-48				P^1 - Distinguishes between big and little objects.
36-48 Mo.				P^2 - Discriminates weight by choosing heavier or lighter of two objects.
36-48 Mo.				P^3 - Discriminates longer and shorter when shown yardstick and ruler.
48-60 Mo.	14	440	Comprehension	C - Looks at book and answers simple questions.
18-24 Mo.				P^1 - Turns page singly.
24-36 Mo.				P^2 - Describes simple pictures in story being read.
36-48 Mo.				P^3 - Listens to story for five minutes.
48-60 Mo.	15	444	Visual Memory	C - Recalls object seen in a picture.
				P^1 - Recalls an object which is shown and then hidden.
48-60 M.	16	446	Color Discrimination	C - Name four primary colors.
36-48 Mo.				P^1 - Matches three colors.
48-60 Mo.	17	448	Numbers	C - Can count 10 objects.
24-36 Mo.				P^1 - Demonstrates knowledge of one-to-one correspondence.
24-36 Mo.				P^2 - Distinguishes "one" from "many".
36-48 Mo.				P^3 - Counts by rote to three.
60 + Mo.	18	452	Time	C - Sequences up to five daily activities.
				P^1 - Tells general time of day for five specific activities.
60 + Mo.	19	454	Matching Symbol to number concept	C - Matches sets of items to numerals 1-10.
60 + Mo.				P^1 - Counts up to 10 and tells how many.
60 + Mo.				P^2 - Can name numberals to 10.
60 + Mo.	20	457	Seriation	C - Seriates five sticks varying by one-inch increments.
36-48 Mo.				P^1 - Names long and short.
48-60 Mo.				P^2 - Distinguishes short, shorter, shortest; long, longer, longest.

CRITERION AND PREREQUISITE LIST
COGNITION UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
60 + Mo.	21	460	Expression	C - Retells a brief story.
48-60 Mo.				P^1 - Fills in parts when familiar story is read.
48-60 Mo.				P^2 - Tells short story with pictures as a guide.
60 + Mo.	22	463	Advance Classification	C - Sorts 10 objects into 2 sets when 3 sets are possible.
48-60 Mo.				P^1 - Sorts 10 objects into 2 sets (not given categories).

CRITERION AND PREREQUISITE LIST
SELF-HELP UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
3-6 Mo.	1	466	Bottle Feeding	C - Reaches for and holds bottle.
0-3 Mo.				P^1 - Opens mouth at presentation of bottle or breast.
0-3 Mo.				P^2 - Sucks liquids when presented with nipple.
0-3 Mo.				P^3 - Sucks liquefied food from spoon.
6-9 Mo.	2	470	Finger Feeding	C - Finger feeds self for one half of a meal.
				P^1 - Eats small pelces of food by picking up food and getting it to mouth.
				P^2 - Holds, bites, and eats a cracker.
12-24 Mo.	3	473	Drinking from Cup	C - Lifts and drinks from cup alone.
6-9 Mo.				P^1 - Swallows liquid from cup directed by adult.
24-36 Mo.	4	475	Eating with Utensils	C - Feeds self independently with spoon and fork.
6-9 Mo.				P^1 - Accepts food from spoon without biting.
6-9 Mo.				P^2 - Accepts and can eat mashed foods from a spoon.
9-12 Mo.				P^3 - Places filled spoon in mouth and empties it.
24-36 Mo.				P^4 - Uses fork to scoop and to spear food.
36-48 Mo.	5	479	Fasteners	C - Manages zippers, buttons, and snaps on clothing.
18-24 Mo.				P^1 - Zips and unzips nonseparating zipper.
36-48 Mo.				P^2 - Unbuttons one inch buttons.
48+ Mo.				P^3 - Buttons one half inch buttons.
48+ Mo.				P^4 - Buttons and unbuttons own clothing.
36-48 Mo.				P^5 - Snaps and unsnaps large snaps.
48+ Mo.				P^6 - Works catch on separating zipper.
36-48 Mo.	6	486	Undressing	C - Undresses, including untying, except for back buttons.
12-18 Mo.				P^1 - Removes simple garmets, such as hat or mittens.
24-36 Mo.				P^2 - Removes socks and laces shoes.
24-48 Mo.				P^3 - Removes front-buttoning shirt and coat without assistance.
24-36 Mo.				P^4 - Removes pants and underwear with elastic waistband.
24-36 Mo.				P^5 - Removes pullover shirt with loose neck.
36-48 Mo.	7	492	Toileting	C - Cares for self at toilet.
12-18 Mo.				P^1 - Indicates a wet or soiled diaper.
18-30 Mo.				P^2 - Urinates or defecates in toilet.
18-36 Mo.				P^3 - Experiences few toilet accidents.

CRITERION AND PREREQUISITE LIST
SELF-HELP UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
18-36 Mo.	8	496	Undressing for Toileting	C - Pulls pants up and down to use toilet with assistance.
30-48 Mo.	9	497	Dressing	C - Puts on underwear, pants, coats and shirt with loose neck.
18-24 Mo.				P^1 - Assists with putting on coat.
				P^2 - Puts hat on.
24-36 Mo.				P^3 - Puts on pants with assistance. (underwear)
24-36 Mo.				P^4 - Puts on own shoes when laces are loosened.
24-36 Mo.				P^5 - Pulls on own socks.
36-48 Mo.	10	503	Washing	C - Uses soap and water to wash hands and face and towel to dry.
24-36 Mo.				P^1 - Uses towel to dry hands partially.
36-48 Mo.	11	505	Brushing Teeth	C - Brushes and rinses with only verbal assistance.
24-36 Mo.				P^1 - Brushes teeth with movement of tooth brush and rinses with assistance.
48-60 Mo.	12	507	Nasal Hygiene	C - Can independently blow and clean nose.
48-60 Mo.	13	508	Puts Away Belongings	C - Hangs own coat on hook after being told to.
36-48 Mo.				P^1 - Puts away own playthings with directions.
48-60 Mo.				P^2 - Clears own place at table.
	14	511	Meets Own Needs	C - Gets drink from fountain or faucet alone.
18-30 Mo.				P^1 - Indicates want for food and drink by verbalization and gestures.
48-60 Mo.	15	513	Table Skills	C - Serves self and passes bowl appropriately.
24-36 Mo.				P^1 - Wipes up a spill partially.
36+				P^2 - Pours liquid from pitcher into cup.
36+				P^3 - Spreads peanut butter on bread and cuts bread.
48-60 Mo.	16	517	Environmental Independence	C - Plays in own yard alone with periodic monitoring.
48-60 Mo.				P^1 - Avoids accident provoking circumstances, especially outdoors.

CRITERION AND PREREQUISITE LIST
SOCIAL UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
Newborn-3 Mo.	1	520	Receptive Behavior with Adults	C - Reacts to the disappearance of a familiar adult. P^1 - Shows awareness of adult attention or stimulation by glancing toward the adult. P^2 - Quiets to holding. P^3 - Smiles at person when engaged in pleasurable activity or soothing.
1-3 Mo.	2	524	Adult Attention	C - Seeks adult attention and contact for pleasurable experiences. P^1 - Shows pleasure in adult interaction by increased activity. P^2 - Follows the adult with eyes.
6-10 Mo.	3	527	Interacts with Adults and Objects	C - Seeks adult and initiates interactions with objects. P^1 - Holds and accepts offered object. P^2 - Responds to adult initiated object play. P^3 - Offers toy and releases it to adult. P^4 - Initiates activities with toys.
12-36 Mo.	4	531	Imitation of Adult Activity	C - Imitates adult tasks furing make-believe play. P^1 - Imitates and participates in routines such as pat-a-cake, peek-a-boo, and bye-bye. P^2 - Assists adults in simple tasks. P^3 - Role plays with adult using housekeeping and other toys.
24-36 Mo.	5	535	Receptive Behavior with other Children	C - Shows preference for one or more other children. P^1 - Observes another child. P^2 - Allows other children to interact with her. P^3 - Chooses to help another child when prompted. P^4 - Will choose another child to play with.
36-48 + Mo.	6	540	Plays with other Children	C - Cooperates in group play with other children. P^1 - Plays near, but not with other children. P^2 - Identifies certain possessions as own. P^3 - Shows consideration for possessions of others. P^4 - Takes turns or shares with adult supervision. P^5 - Indicates play with another child. P^6 - Engages in rough and tumble play with othr children. P^7 - Understands need for rules and fair play with group.

CRITERION AND PREREQUISITE LIST
SOCIAL UNIT

Developmental Age Range	Item No.	Page No.	Category	Performance Behavior
36-60 + Mo.	7	548	Cooperation in Structured Activities	C - Cooperates and attends during small structured group activities.
				P^1 - Cooperates when assisted in structured one-to-one activities.
				P^2 - Cooperates in small group activities when receiving reinforcement.
48-60 + Mo.	8	551	Exploration of environment	C - Independently explores new environments.
48-60 + Mo.	9	552	Initiative in Free Play	C - Seeks a variety of constructive play activities.
				P^1 - Will attend to several single tasks during free play with prompting.
				P^2 - Chooses to be with peers more than adult.
36-60 + Mo.	10	555	Attentiveness	C - Completes individual tasks.
				P^1 - Attends to teacher directed tasks for up to five minutes.
				P^2 - Remains seated and listens to a story for several minutes.
36-48 Mo.	11	558	Expression of Feelings	C - Expresses emotions through appropriate channels.
				P^1 - Displays emotions, i.e., laughing, crying.
				P^2 - Recognizes own feelings/emotions.
				P^3 - Recognizes other's feelings/emotions.
48-60 Mo.	12	562	Self-Identity	C - Can tell what characteristics are representative of self (i.e., name, age, sex, addres).
24 + Mo.	13	563	Adult Attention	C - Discriminates between familiar persons and strangers.
36-48 Mo.	14	564	Self-Confidence	C -Persists in task when faced with minor frustrations.
				P^1 - Attempts task at own developmental level.
36-48 + Mo.	15	566	Adult Attention	C - Is courteous to adults without reminders.
				P^1 - Seeks out adults for assistance.
				P^2 - Greets adults in an appropriate manner.
				P^3 - Accepts adult suggestions for things to do.
48-60 + Mo.	16	567	Appropriate Use of Social Responses	C - Uses appropriate manners in social interactions.
				P^1 - Temporarily responds to "No!" when engaged in inappropriate activity.
				P^2 - Demonstrates basic safety concepts.
				P^3 - Remains at table through entire meal.
				P^4 - Appropriately uses words please, thank you, and you're welcome when prompted.

APPENDIX C

Record Sheet

______________________ Name

______________________ Date of Birth

Key
C - Criterion
P - Prerequisite
X - Behavior Accomplished
/ - Behavior Partially Accomplished
0 - Behavior Not Accomplished

RECORD SHEET

GROSS MOTOR

Item	Initial Performance	Date	Progress Rating	Date	Comments
1 C					
P^1					
P^2					
P^3					
P^4					
P^5					
2 C					
3 C					
P^1					
4 C					
P^1					
5 C					
6 C					
7 C					
8 C					
P^1					
9 C					
P^1					
P^2					

Item	Initial Performance	Date	Progress Rating	Date	Comments
18 C					
19 C					
P^1					
20 C					
P^1					
P^2					
21 C					
22 C					
P^1					
P^2					
23 C					
P^1					
24 C					
P^1					
P^2					
P^3					
25 C					
P^1					
P^2					
P^3					
26 C					
P^1					
P^2					
P^3					
27 C					

Item	Initial Performance	Date	Progress Rating	Date	Comments
28 C					
P^1					
P^2					
29 C					
P^1					
P^2					
30 C					
31 C					
P^1					

Item	Initial Performance	Date	Progress Rating	Date	Comments
10 C					
P^1					
P^2					
P^3					
P^4					
P^5					
11 C					
P^1					
P^2					
P^3					
P^4					
12 C					
13 C					
P^1					
14 C					
P^1					
15 C					
P^1					
P^2					
P^3					
16 C					
P^1					
17 C					
P^1					
P^2					
P^3					

________________________Name

________________________Date of Birth

Key
C - Criterion
P - Prerequisite
X - Behavior Accomplished
/ - Behavior Partially Accomplished
0 - Behavior Not Accomplished

FINE MOTOR

RECORD SHEET

Item	Initial Performance	Date	Progress Rating	Date	Comments
1 C					
P^1					
2 C					
P^1					
P^2					
3 C					
P^1					
P^2					
P^3					
4 C					
P^1					
P^2					
P^3					
5 C					
P^1					
6 C					
P^1					
P^2					
7 C					
P^1					
8 C					

Item	Initial Performance	Date	Progress Rating	Date	Comments
9 C					
P^1					
10 C					
P^1					
P^2					
P^3					
11 C					
12 C					
13 C					
P^1					
14 C					
P^1					
P^2					
P^3					
P^4					
15 C					
P^1					
P^2					
P^3					

____________________ Name

____________________ Date of Birth

Key
C - Criterion
P - Prerequisite
X - Behavior Accomplished
/ - Behavior Partially Accomplished
0 - Behavior Not Accomplished

RECORD SHEET

COMMUNICATION

Item	Initial Performance	Date	Progress Rating	Date	Comments
1 C					
P^1					
P^2					
2 C					
P^1					
P^2					
P^3					
P^4					
P^5					
3 C					
P^1					
P^2					
P^3					
P^4					
P^5					
P^6					
4 C					
P^1					
P^2					
P^3					
P^4					
5 C					
P^1					

Item	Initial Performance	Date	Progress Rating	Date	Comments
6 C					
P^1					
P^2					
P^3					
7 C					
P^1					
P^2					
8 C					
P^1					
P^2					
P^3					
P^4					
P^5					
P^6					
9 C					
P^1					
P^2					
P^3					
P^4					
10 C					
P^1					
P^2					
P^3					
11 C					
P^1					
P^2					
P^3					
P^4					

Item	Initial Performance	Date	Progress Rating	Date	Comments
P^5					
P^6					
P^7					
12 C					
13 C					
P^1					
P^2					
P^3					
P^4					
14 C					
P^1					
P^2					
15 C					
P^1					
P^2					
P^3					
16 C					
17 C					
18 C					
P^1					
19 C					
P^1					
P^2					
20 C					
P^1					

Item	Initial Performance	Date	Progress Rating	Date	Comments
21 C					
P^1					
P^2					
P^3					
22 C					
P^1					
P^2					
23 C					
P^1					
24 C					
P^1					
25 C					
P^1					
P^2					
26 C					
P^1					
27 C					
P^1					
P^2					
P^3					
28 C					
29 C					
30 C					
P^1					
31 C					

Item	Initial Performance	Date	Progress Rating	Date	Comments
32 C					
P^1					
P^2					
P^3					
33 C					
P^1					
34 C					
P^1					
P^2					
35 C					
P^1					

Key
C - Criterion
P - Prerequisite
X - Behavior Accomplished
/ - Behavior Partially Accomplished
0 - Behavior Not Accomplished

____________________ Name

____________________ Date of Birth

RECORD SHEET

COGNITION

Item	Initial Performance	Date	Progress Rating	Date	Comments
1 C					
P^1					
2 C					
3 C					
P^1					
P^2					
4 C					
5 C					
P^1					
P^2					
6 C					
P^1					
P^2					
7 C					
P^1					
P^2					
8 C					
P^1					
P^2					
9 C					
P^1					

Item	Initial Performance	Date	Progress Rating	Date	Comments
10 C					
11 C					
P^1					
P^2					
12 C					
P^1					
P^2					
13 C					
P^1					
P^2					
P^3					
14 C					
P^1					
P^2					
P^3					
15 C					
P^1					
16 C					
P^1					
17 C					
P^1					
P^2					
P^3					
18 C					
P^1					
19 C					

Item	Initial Performance	Date	Progress Rating	Date	Comments
P1					
P2					
20 C					
P1					
P2					
21 C					
P1					
P2					
22 C					
P1					

____________________ Name

____________________ Date of Birth

Key
C - Criterion
P - Prerequisite
X - Behavior Accomplished
/ - Behavior Partially Accomplished
0 - Behavior Not Accomplished

SELF-HELP

RECORD SHEET

Item	Initial Performance	Date	Progress Rating	Date	Comments
1 C					
P^1					
P^2					
P^3					
2 C					
P^1					
P^2					
3 C					
P^1					
4 C					
P^1					
P^2					
P^3					
P^4					
5 C					
P^1					
P^2					
P^3					
P^4					
P^5					
P^6					

Item	Initial Performance	Date	Progress Rating	Date	Comments
6 C					
1 P					
2 P					
3 P					
4 P					
5 P					
7 C					
1 P					
2 P					
3 P					
8 C					
9 C					
1 P					
2 P					
3 P					
4 P					
5 P					
10 C					
1 P					
11 C					
1 P					
12 C					
13 C					
1 P					
2 P					
14 C					
1 P					

Item	Initial Performance	Date	Progress Rating	Date	Comments
15 C					
1 P					
2 P					
3 P					
16 C					
1 P					

____________________ Name

____________________ Date of Birth

Key
C - Criterion
P - Prerequisite
X - Behavior Accomplished
/ - Behavior Partially Accomplished
0 - Behavior Not Accomplished

RECORD SHEET

SOCIAL

Item	Initial Performance	Date	Progress Rating	Date	Comments
1 C					
P^1					
P^2					
P^3					
2 C					
P^1					
P^2					
3 C					
P^1					
P^2					
P^3					
P^4					
5 C					
P^1					
P^2					
P^3					
P^4					
6 C					
P^1					
P^2					
P^3					
P^4					
P^5					
p6					

Item	Initial Performance	Date	Progress Rating	Date	Comments
P^7					
7 C					
P^1					
P^2					
8 C					
9 C					
P^1					
P^2					
10 C					
P^1					
P^2					
11 C					
P^1					
P^2					
P^3					
12 C					
13 C					
14 C					
P^1					
15 C					
P^1					
P^2					
P^3					
16 C					
P^1					
P^2					
P^3					
P^4					